

DOCUMENT RESUME

ED 041 138

VT 011 346

TITLE Convention Proceedings Digest (Boston, Massachusetts, December 6-10, 1969).
INSTITUTION American Vocational Association, Washington, D.C.
PUB DATE May 70
NOTE 243p.
AVAILABLE FROM Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (single copies \$2.50)
EDRS PRICE EDRS Price MF-\$1.00 HC-\$12.25
DESCRIPTORS Adult Vocational Education, *Conference Reports, Educational Policy, Educational Programs, Educational Research, Post Secondary Education, Secondary Education, Teacher Education, *Vocational Education

ABSTRACT

To provide current information on vocational education, proceedings of the 1969 American Vocational Association Convention were prepared by recorders appointed for each area. Sections are: (1) general sessions, (2) awards and citations, (3) House of Delegates, (4) Program of Work and Policy Resolutions, (5) departments of adult, postsecondary, secondary, and teacher education, (6) departments of research and evaluation, special and related programs, and supervision and administration, (7) educational divisions of agriculture, business and office, distribution, home economics, industrial arts, technical, and trade and industry, (8) divisions of new and related services, including guidance, health occupations education, manpower, research, and vocational instructional materials, (9) related groups and organizations, and (10) a listing of architectural, educational, and commercial exhibitors. (SB)

ED041138

CONVENTION PROCEEDINGS DIGEST

Boston, Massachusetts
December 6 - 10, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL POSITION OR POLICY.

AMERICAN VOCATIONAL ASSOCIATION
1510 H STREET, N.W.
WASHINGTON, D.C. 20005

UT011346

Single Copies, \$2.50. Order number (251070). 10 per cent discount on orders of 10 or more. Postage charge added to orders not accompanied by payment. Order from Publications Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005.

MAY 1970

CONTENTS

General Sessions	7
AVA Awards and E.E.A.—Ship's Citation	21
House of Delegates	27
Program of Work and Policy Resolutions	41
Adult Education Department	53
Post-secondary Education Department	55
Secondary Education Department	59
Research and Evaluation Department	65
Special and Related Programs Department	77
Supervision and Administration Department	83
Teacher Education Department	93
Agricultural Education Division	107
Business and Office Education Division	121
Distributive Education Division	129
Home Economics Education Division	151
Industrial Arts Education Division	161
New and Related Services Division	191
Guidance Section	192
Health Occupations Education Section	198
Manpower Section	199
Research Section	200
Vocational Instructional Materials Section	205
Technical Education Division	209
Trade and Industrial Education Division	217
Related Groups and Organizations	229
Conference of Officers of Affiliated State and Territorial Associations	230
National Association of State Directors of Vocational Education	233
National Council of Local Administrators	235
AVA Advisory Council	239
State Boards of Vocational Education	241
Joint Meeting of State Boards and State Advisory Councils	242
State Advisory Councils	243
Commercial, Educational and Architectural Exhibitors	245

BOARD OF DIRECTORS
1969-1970

C. Nelson Grote, *President*
Bernard A. Shilt, *Past President*
Lowell A. Burkett, *Executive Director*
Ralph E. Bender, *Vice President*
Agricultural Education
Joseph R. Barkley, *Vice President*
Business & Office Education
Edith Patterson, *Vice President*
Distributive Education
Aleene A. Cross, *Vice President*
Home Economics Education
Rutherford Lockette, *Vice President*
Industrial Arts Education
Donna M. Seay, *Vice President*
New & Related Services
Lucian Lombardi, *Vice President*
Technical Education
C. Thomas Olivo, *Vice President*
Trade & Industrial Education

INTRODUCTION

The AVA is publishing this Convention Proceedings Digest as another service to the membership and others who are interested in what is happening in vocational education. For a number of years, those who have been unable to attend the annual convention have spoken about the desirability of having some record that would enable them to benefit, at least in part, from the exchanges, discussions and planning that result naturally when more than 6000 persons gather and turn their attention expressly to vocational education.

In addition, those in attendance have found it impossible to sit in on all of the meetings of interest to them as the conventions have grown larger each year. They have identified as a need a Proceedings Digest.

Also, since vocational educators are rapidly and noticeably broadening their concerns and seeking information about other areas in the field, the demand for such reporting acquires another dimension.

In order to assemble the material for the Digest, a proceedings recorder was named for each section. These appointments were made by the division vice president, the department chairman or an official of the organization or group involved. The proceedings recorders accepted the responsibility for determining what would appear in their section. In compiling the material, they depended upon meeting recorders for reports of individual sessions. "Depended" should be underscored because the variety of meetings made it impossible for the proceedings recorder to complete the job unaided. The material has been printed essentially as submitted and edited only for style.

We are pleased that this first issue of the Convention Proceedings Digest has been published and look with appreciation to those who contributed but we are not wedded to any format or approach. This was a beginning and to establish a procedure and style for the future, we ask for your comments. We need to know if the Digest provides the information needed by vocational educators.

LOWELL A. BURKETT
Executive Director
American Vocational Association

GENERAL SESSIONS

6/7

OPENING GENERAL SESSION

Saturday, December 6

Greetings

*The Honorable Francis W. Sargent
Governor of the Commonwealth of Massachusetts*

I am pleased to bring the greetings of the Commonwealth and to speak before all of you here concerned with the problem of jobs in our society and the training and education of people to fill them.

Vocational education is at a crisis point in history. The task of just training is no longer adequate. Planning, evaluation, and guidance now play an increasing role in vocational education. A person with special talents and interests must be able to enter a job that will motivate him. He must be able to achieve a sense of satisfaction, a sense of future success.

In Massachusetts, vocational education has increased more than four-fold in the last ten years. We are proud of our network of Regional-Technical Schools reaching out to several communities at a time, providing quality education on secondary, post-secondary, and adult educational levels.

These schools raise the status and service of vocational education throughout the state and provide us with competent persons to fill the employment demands of our expanding business and industrial complex.

In the last legislative session, the Bureau of Occupational Education was raised to Division status in the Department of Education. Massachusetts can now conform to the amendments of the Federal Vocational Education Act, we can better use our programs and facilities, and we can include more comprehensive plans for the disadvantaged and the handicapped.

Our Advisory Council on Vocational Education is in the process of evaluating the services offered in Massachusetts in order to plan for longterm objectives with growth factors in various segments of our society.

And, come 1971, the operation of our new Cabinet style Executive Branch, coupled with the President's revenue-sharing plan with the states, will mean a more concentrated effort in dealing with problems of vocational education.

I'd like to leave you with this thought. I cannot overstress the importance of further cooperation between manpower and vocational education to build systems that can accurately forecast the needs of industry, and as a result, direct efforts for a quickly moving capability.

The concept of educating people for special skills in the nation's labor force is an awesome challenge, especially at a time when we must be attuned to the individual and his special needs. It is a troublesome time, but it is an innovative time. And a conference of the American Vocational Association can make a significant contribution to the future well-being of our country.

VICA Builds Leaders

*Kristy Mosley, senior Medical Services student
Kent County Vocational-Technical Center, Woodside, Delaware*

It is a great pleasure to have the opportunity to speak to you this morning. Being a smalltown girl, this is an experience not only a little frightening but exciting and very rewarding as well. I want to speak to you today on behalf of not only the hundreds of leaders in VICA, but on behalf of the thousands of members who aren't so enthused or aggressive, or don't get the chance to "Tell It Like It Is."

The greatness and strength of America lies in the vision, determination, dedication to democracy, and leadership of its people. Every generation faces anew the challenge of citizenship and of offering inspired leadership; VICA—The Vocational Industrial Clubs of America—is building young leaders capable of meeting this challenge.

The important idea behind any youth organization, and VICA is no exception, is to provide an opportunity for individual improvement through club activities. Every member of a youth organization must have the opportunity to grow and develop in three important areas: (a) character, (b) citizenship, and (c) leadership. Our club's program can only be as successful and strong as its plan for leadership training. The important reason for leadership development is a word that we hear a great deal of these days. It is *involvement*. We are all, whether we like it or not, citizens of a community; and being a citizen means the acceptance of responsibilities. Involvement means taking an active role in fulfilling responsibilities and participating in the conduct of community activities. One of VICA's most important goals is to encourage a spirit of Americanism and civic interest to prepare a student for sound community action. This is especially true of the vocational student, because with training and technical knowledge he or she gains in a vocational program. A vocational graduate must assume an adult role much sooner than does the academic student who pursues an academic program. The vocational student must be prepared to accept this adult status with skill and understanding. This young adult will be accountable for commitments to his local educational groups, church groups, civic organizations, and other organizations designed to assist in the directing of a democratic society.

Personal growth—an active effort at self-improvement—is the first of listed goals in VICA's national program of work. You, the people involved with vocational education, definitely help me, the vocational student. I can grow up to be a success or I can turn out to be a failure. It's all a matter of my environment and the guidance I receive from you, the adults! I need your ideas for improvement which you have acquired by experience, the knowledge which you have gained through education and hard work, and most of all, your understanding and encouragement that has become a part of you as a result of your desire to help youth. You, the adults, are the most amazing artists in our country. You are creating responsible adults, leaders, successful businessmen and women! And an artist's creation is merely a reflection upon the artist himself. As adults involved with vocational education, I want you to join with the VICA Organization in making the vocational student your most successful creation. Along with *personal growth*, VICA has incorporated a number of other goals that are equally important. They are community understanding, safety, teacher recruitment, vocational youth cooperation, and good public relations. If VICA can carry out these goals that have been set, we, the youth, cannot help but grow efficient and prosperous. And if you will help VICA strive to achieve these goals, not only will you grow some yourselves but you'll help the vocational student to grow more powerful, to gain new respect from himself as well as others, and to stand prouder than any other youth in our nation. Not only will we be growing, but we will be building the bridge that will fill all gaps that many claim exist today.

Unfortunately, somewhere in America's great voice of democracy, COMMUNICATION, one of the most vital necessities for today's existence, has become an area in which most adults and young people are lacking. As long as I have been old enough to remember, I have heard people, both young and old alike, continue to dwell on this thing called the "Generation Gap." I personally believe it is not so much of a generation gap as it is a communication gap. Teens today definitely have

something to say, the only hang up they have is that of finding the right way to say it. I'm convinced my generation is really no different from the one that preceded it. The only difference is that we are more advanced socially, economically, and educationally. Four lines that express the feelings of today's youth are: "I speak with my mouth/I listen with my ears/I cry with my eyes/but nobody hears." VICA hears this cry and they're doing something about it!

America is based upon the belief that groups of people rather than individuals are better equipped to make policies and decisions. It is important to the VICA member to develop sensitivity of opinion. The policy of people in a group is known as group dynamics. We are expressing our belief in group dynamics through the VICA chapters. Our main goal in VICA is to involve as many students as we possibly can. We try to get those with no interest and no aspirations enthused and aggressive towards setting a goal! Often I find the problem behind the uninterested student to be the fact that he has always degraded himself in comparison to other people. So stop a minute and ask yourself the question! Who am I? Can you answer this question satisfactorily? Like all other individuals, you have certain interests, desires, aspirations, and goals as well as basic beliefs that affect your reaction to any given situation. Therefore, the understanding of yourself is a step toward favorable social interaction. The VICA member is constantly aware of the need for re-evaluation of personal actions.

VICA's national theme this year is "Speak Up For America." And I'm proud to say that's exactly what I'm striving to do! Although at times I often grow doubtful about this country, I try never to lose faith. It has given me far too much for me to turn my back on it now. I'm proud of America, of our fine educational systems, our government, our churches, our industries, and especially of our courageous boys in Vietnam. No, I'm proud of my wonderful country, no matter what some people may say, and I intend to speak up for it.

VICA is helping me to do so by preparing me for leadership in the world of work, by teaching me a sense of values, and by helping me to establish my moral standards in today's society. The stars and stripes are a symbol of the courage, faith, and united strength of the American people. Its daring glory is due to the daring leadership of past generations. Its future glory lies in the hands of American citizens today and tomorrow. Youth's challenge is to hear the responsibilities of citizenship and lead the way so that our flag can continue to wave proudly. VICA hears this call, and is helping to bear this burden. Are You? For "A task without a vision is pure drudgery, a vision without a task is merely a dream, but a *task with a vision* is surely a wonderful and prospering challenge."

Technology, A Force for Social Change

*Melvin Kranzberg, Secretary, Society for the History of Technology,
Case Institute of Technology, Cleveland, Ohio*

Let me begin with a quotation from a semi-classical source in English literature: "It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair."

Those of you who remember your high school English know, of course, that I am quoting the opening paragraph of Charles Dickens' *A Tale of Two Cities*. Dickens was describing the times of the French Revolution. Others saw the times differently. William Wordsworth, then a young poet filled with Romantic longings, could enthusiastically write, "Bliss was it in that dawn to be alive," while Edmund

Burke, spokesman of British conservatism, railed in stentorian tones against "an infinite number of acts of violence and folly."

Though all were talking about the same events, I prefer Dickens. Revolutionary times always breed optimism and pessimism, hope and despair. They characterize not only the French Revolution but our own revolutionary era. Technology is transforming our world, and a new society is struggling to emerge as a result.

This is not the first time in history that technological change has revolutionized man's world. Indeed, technology is probably responsible for the creation of man himself. Anthropologists seeking the origins of mankind and attempting to distinguish between man and our almost-human forebears find the major distinction in man's making and using tools. They claim that tools were responsible for the evolution and survival of man—that man was too weak and puny a creature to survive in nature by using only his hands and teeth. For example, they said that man first stood erect *in order* to be able to throw stones; he did not throw stones because he was already standing erect. Modern psychology, anthropology, evolutionary biology all combine to convince us that man could not have become *homo sapiens*, man the thinker, had he not at the same time been *homo faber*, man the maker. Man made tools—but tools also made the man. Technology thus was responsible for the emergence of our human species.

Not only did technology create man but it also created civilization. That was only possible when man settled down in communities, and that development arose from a technological innovation that occurred about 7500 years ago: agriculture. Before that time, men had been hunters and predators, in a sense they were parasites upon nature. When they learned to cooperate with nature by growing crops, they had to settle down to tend them and men thus emerged from savagery and barbarism to civilization.

Furthermore, agriculture even on a primitive level, enabled men to produce a slight surplus. With this, they could support miners and smiths who forged better tools of metals and thereby enabled them to produce still more, and hence rise above the subsistence level. This further surplus enabled them to support "non-productive" people—philosophers, poets, artists. Societies at the subsistence level must spend all their time and effort in obtaining the essentials of physical living; they cannot afford the leisure for the so-called "finer things of life." Technology, by enabling man to do more than subsist, made possible human culture of the type whose adherents today profess to look down upon technology.

Technology also has its harder side. Changes in weapons technology, for example, destroyed ancient cities and empires, medieval principalities, and modern nations.

And only two centuries ago a series of great technological innovations, which we lump together under the term Industrial Revolution, thoroughly transformed society. For virtually all of human history, most of mankind lived in rural areas and followed agricultural pursuits; the home and hearth were the center of production. The Industrial Revolution wrenched men away from their traditional dwelling places and introduced novel ways of working and living. They were uprooted from the countryside and moved to towns and cities, the factory became the center of production, and a whole series of social transformations ensued.

Rather than attempting the impossible task of surveying all of history to demonstrate how technology has helped to set powerful social forces into operation, I shall merely look at two developments within the past half century which have had—and continue to have—profound repercussions upon American society and the American way of life.

Take women's rights, for instance. The emancipation of women is a recent phenomenon within Western society, dating back only some 50 years, and it can

scarcely be said that technologists consciously sought to advance that cause. When we see old newsreels showing suffragettes marching down Fifth Avenue demanding equal rights for women, we assume that the pressures exerted by Susan B. Anthony and her followers were responsible for the freedom of women in the modern world. Don't you believe it!

Except at a few colleges, female emancipation never really moved forward until Charles Kettering came along with the self-starter for the automobile. Now the hand that rocked the cradle, but could not turn a crank, had only to turn a key. The cradle itself gave way to the kiddy-seat beside Mom, with both Mom and kiddy hellbent on seeing the world. The suffragettes won women the right to vote, but women were far too smart to use that club. Technologists were handing them much better ones. The true emancipation of women came when the auto gave them mobility and when technological devices within the home freed them from onerous household chores. When frozen foods came in, every woman became a great cook. Automated machines and detergents made her a great laundress. Supermarkets converted her into a canny purchasing agent. The pill allows her to have children, if, as, and when she wants them. The upshot is that, while men still decide the really important questions of the world like stemming Communism in Vietnam, the women make all those unimportant decisions having to do with money, food, shelter, clothing, and the good life.

Let me take another example—the Negro Revolution, manifested through violence, destruction, and death. We attribute this, perhaps rightly, to many different socio-cultural factors: the frustration of the Negro in white society; the intolerance, "racism," or just plain indifference of the white community; the lack of foresight and sensitivity on the part of public officials; the failure of effective law enforcement; the presence of outside agitators, and so on and on. Yet the deeper causes of the Negro revolt have technological foundations. Let me show you.

It is not generally realized that Negro slavery was languishing in this country near the close of the 18th century, when an ingenious innovation, Eli Whitney's cotton gin of 1793, lowered the price of upland cotton in the United States. The obvious economic advantages of this invention fastened the plantation system and the institution of slavery upon the American South. Within another half century, however, some historians claim, slave labor had proved itself so inefficient as to be technologically obsolete. The movement toward its abolition cost us a civil war, since the South, resisting the change, sought to secede as a separate social and economic system based upon an obsolete technology. Very few nations with obsolete technologies—North Vietnam to the contrary notwithstanding—prevail against nations with more effective technologies. And so the South lost and the slaves were emancipated; but they remained in economic poverty, social bondage, and political disenfranchisement in the South for nearly another century. In the end, however, it was technological advance in the 20th century which finally delivered the Negro from southern to northern peonage.

In this connection, three advances are of special note. First was the industrialization of the South. Machines are color-blind; they do not know or care whether the hands which guide them are white, black, yellow, or green. And for this, among other reasons, the South resisted machines far into the 20th century. It was a hopeless cause—just the kind the South has always fancied.

Second was the development of new agricultural techniques and products. They ended the reign of King Cotton and the dependence of the South on one crop.

Third was the development of the mechanical cottonpicker which deprived the Negro field-hand of his livelihood. There was no longer place or need for unskilled Negro labor in the South. So, on or off relief, Negroes either died of malnutrition—

the polite American term for starvation—or moved out. More moved than died because another marvel of technology emerged. The automobile gave mobility to the entire population of the United States, including even poverty-stricken Negroes and Whites in battered jalopies.

The urban industrial centers beckoned like promised lands flowing with machines and jobs which, unfortunately, were in the hands of the Caananites and Philistines. Possessing mobility and no longer having even a minuscule economic stake in southern rural regions, a vast migration of Negroes flowed, ebbed, and flowed again from southern farms to northern cities. This migration, begun during the manpower shortage of first World War I, then World War II, flooded the postwar years of both with "unemployables," a term perhaps invented by those who wished to avoid doing anything about the problems.

This technologically-powered flight of the rural poor to the big cities is truly one of the great demographic changes of our century. Like most population shifts of magnitude, it had far-reaching consequences, none of which was avoidable by the invention of more new words like "in-migrant," "under-privileged," "disadvantaged," and "inner city." These words, however, helped explain away the next cruel technological blow which fell upon the poor Southern Negro migrating to the promised land, where the streets are paved with gold. The Negro migrant could find no place in today's sophisticated technology. Perhaps for the first time in Western history, we saw in the 1950's and 1960's the spectacle of large-scale unemployment, while thousands of jobs went begging. There was no match between the openings, requiring highly skilled workmen, and the available labor supply.

Compounding the frustration was another miracle of modern technology, the television set. As a revolutionary instrument, TV must rank alongside the Declaration of Independence and the Rights of Man. Into the shabby living room of the Negro relief client were piped the dreams and sugarcoated realities of an affluent society. He was invited to spend hours watching how good life was for everybody else and hearing about products which everyone seemed able to buy, except him. For the first time in history, the disinherited could see the affluence of the wealthy intimately, with immediate perception of what they were missing. They wanted to partake of the great outpouring of goods which engineers had made possible through revolutionary technologies, yet they were denied all legal and socially acceptable means to obtain them.

And so we package wealth and privilege for television. We display it publicly to the poor and nonprivileged whom we bar from the system. Then we wonder why they riot and loot.

I could go on and on, multiplying examples of the ways in which technology has altered the very fabric of our daily existence. Yet, it is such an everyday phenomenon and so pervasive that we often do not recognize our reliance upon it—until a storm brings down the telephone wires or a malfunction causes an entire section of the nation to be blacked out. Technology has so engrained itself into the texture of our lives that we take it for granted, never realizing how unique and significant it is. I am reminded of the 92-year old lady who flinched from taking her first ride in an airplane, another modern miracle of technology, saying: "No sir. Not for me. I'm going to stay right here on earth and sit at home and watch television, just the way the good Lord intended I should."

The importance of technology to society is revealed not only by what it has done in the past and is doing now, but by the way in which it is tied up with our hopes for the future. Not so long ago little boys read with wonder of Aladdin and his magic lamp; today, technology's child does not find Aladdin's lamp so amazing. On his television screen he has seen a man move higher, faster, and farther than Aladdin could on his flying carpet. A visit to the nearest supermarket or department store

shows him food and goods gathered from all over the world and products undreamt of by Aladdin. From wood shavings, lumps of coal, and oil, technology can create fabrics sheerer and more durable than those produced by the silkworm, colors more beautiful than royal purple, and perfumes more delicate than attar of roses. Technology has already far outstripped the imagination of the writers of old fairy tales and even of some modern science fiction writers.

What is more, we look to technology to do still more for us, to provide us with a new age of leisure and abundance. Technology has already lifted the burdens off the backs of man, and now it promises to lift the burdens off men's minds by doing away with routine and repetitive tasks which stultify our thought processes. An old religious adage stated that faith can move mountains. For centuries this had been said, but very few people believed it. Now, we say that technology can move mountains—and we know it can because it has!

A short time ago man was thrilled with the prospect of mastering and controlling nature. Now our confidence in technology makes us believe that we can improve upon nature. If nature has not provided the proper temperature, we condition the air; we even attempt to control the weather. Natural food, such as milk, is homogenized and fortified with minerals and vitamins; nature hasn't made the wheat to our liking, so we take the wheat germ out when milling and bleaching the flour, and then put back the wheat germ and enrich it beyond what Mother Nature could provide; and through the medium of artificial insemination we have even improved upon Father Nature as well as Mother Nature!

Technology has thus helped to condition our past, to determine our present, and it is working to shape our future. Can there be any doubt of its significance as a social force?

Paradoxically, the widespread use and appreciation of the products of technology has not resulted in greater esteem for the engineers, the craftsmen, and the technicians, the men responsible for this progress. Despite the fact that our civilization has become overwhelmingly dependent on technology, despite the fact that the products of technological development are used and admired, despite the fact that both engineering and technical skills have become increasingly complex and require highly specialized education, the engineer, the technician, and the craftsman, even today, have not received adequate recognition for their contributions to society.

Although far above the level of the unskilled manual laborer, the modern engineer and the skilled technician still suffer from the anachronistic attitude toward the men who make and work with tools, which is part of our heritage of social attitudes from classical antiquity.

The academic world has lagged behind popular opinion in its appreciation of technology and of the demands which it makes upon human skills and creativity. Until relatively recent years, the world of scholarship concentrated its attention upon the humanities, particularly the classics. The ivory-towered life of contemplation, stressed by ancient philosophers, seemed incompatible with the study of contemporary changes in society, especially those concerned with the feared, and often hated, technology.

The results of this attitude have been disastrous. In universities, the liberal arts faculty looks upon the engineers as "cultural barbarians" and "plumbers." In secondary schools, vocational curricula are separated or are relegated to the basement, both literally and figuratively. Teachers of English, history, and the other humanistic and social science disciplines regard vocational courses as respites from serious intellectual endeavors for the brighter students and as refuges—or should I say detention wards?—for the less bright students and the disciplinary problems. This supercilious snobbism of the humanities and social science teachers is so

pervasive that even some vocational teachers have become convinced that theirs is an inferior subject and that their major task is as jailers or baby-sitters for teen-age delinquents during school hours. Yet even a moment's reflection, or a summary reading of the literature, would indicate that the intellectual demands of modern technology, even at the secondary school level, are just as rigorous as those of the traditional liberal courses and are apt to have more significance for man's future history. The sad fact is that all of us are unaware of the contributions which technology has made to the development of man.

An even sadder fact is that many people now feel that we have had "too much" technology, that unbridled technological advance is threatening the continued existence of man on earth by the awesome destructive power of weapons, by the despoliation of the environment, and by the pollution of the atmosphere. True enough. But is this the fault of too much technology or not enough? Is the blame to be ascribed to technology itself or to the selfish application of technical innovations for the benefits of a privileged few rather than for society as a whole?

Closely allied with this fear of an advancing technology, and of immediate concern to vocational educators, is the argument which claims that our modern scientific technology is producing devices of such complexity and ability that they are superseding man himself. If carried to its logical extreme, this argument would make vocational education obsolete and vocational teachers extinct.

That is a compelling argument because it is founded on two elements which are historically sound. First, the most advanced and sophisticated technological fields, such as aerospace and nuclear engineering, represent a wedding of science and technology. Second, our contemporary computer-based machinery, as machines through all past history, reduces the amount of human labor necessary for a given task. The skill is built into the machine, and the machine can perform more rapidly and accurately the work of numbers of men. In brief, the machine displaces human labor. Ergo, we don't need vocational education, for it does not train students to participate in a science-based technology, and, in any case, automation dispenses with the need for the technically skilled students who are the products of vocational training. At least, so the argument runs. In terms of logic, this argument is about on a par with the statement that if it weren't for Tom Edison we'd all be sitting around watching television by candlelight.

While it is true that technology is becoming more science-based and that automation replaces workingmen, the implications drawn from these facts are historically false. They are false because the proponents of this argument have applied these facts in too narrow a context. A conclusion more in line with the historical lessons of the past would be that we need more, not fewer, technical personnel, and that vocational education, far from being doomed, is more necessary than ever before. Let me explain.

Because our technology is becoming increasingly complex and scientific, our engineers have had to become more scientific in their approach to technological problems and to extend their training into graduate school. But this does not mean that the middle and lower ranges of technologists have become obsolete. Instead, it means that their educational level and skills must also be raised to meet the rigorous demands of a more complex technology. While certain break-throughs at the frontiers of knowledge might only be achieved by highly trained technologists who are thoroughly grounded in high-powered science, there is a large range of technical innovation which still depends upon the skilled technicians who are in constant touch with the machines and processes themselves.

Even in highly automated modern plants, many innovations can still be made by skilled technical personnel who possess no Ph.D.'s in engineering science but who possess imagination, ingenuity, and, most importantly, a thorough acquaintance with

the technical processes and their problems. A recent study of technical improvements made at rayon plants of the DuPont Company from 1929 to 1960 showed that a series of so-called "minor improvements" added up to major technical advances. Furthermore, the larger part of these improvements were developed within the plants themselves by personnel intimately concerned with current operations, whose function was often to keep existing operations trouble-free, rather than by formal research-and-development groups containing high-powered scientists and engineers. In other words, the skilled technician still plays a large part in producing technological innovation.

Even if future innovation were restricted to highly trained scientists and engineers, they would require the services of large numbers of trained and skilled technicians in order to make optimum use of their own advanced training. The point is that the demand for engineers is growing, and the demand for skilled technicians is keeping pace with it. A study several years ago by the Engineering Manpower Commission of the Engineers Joint Council showed a projected national growth in engineering employment of 33% from 1965 to 1976. The demand has proved to be far in excess of the supply; especially since the latest figures from the Engineers Joint Council indicate that the rate of increase in engineering degrees has not kept pace during the past two years with its original projections. This "engineering graduate gap" is paralleled, or even out-stripped, by the demand for engineering technicians, whose employment was expected to increase by 36% in the 1965-1976 period. But now that figure is probably too low, for the shortage of engineers will increase the demand for competent technical personnel not possessing engineering degrees.

A report issued last month (November 1969) by the National Industrial Conference Board stated that one out of every three technicians' jobs is currently unfilled and that the shortage of technical manpower will become more acute in the next decade. Technicians are defined in the study as individuals who support scientists and engineers in developing, producing, and maintaining machines and materials.

As our society becomes increasingly dependent upon more complex technical devices, we require more technologists—at all levels—to build, operate, and maintain them. This demand comes not only from our great industries but also from our consumer economy. There is an equally pressing need for qualified technical personnel to repair and service the technological products which are purchased by the consumer. And now the National Industrial Conference Board tells us that the scarcity of technicians currently is hindering projects in such areas as medical research, water and air pollution, urban renewal, and space activities.

What has happened in other fields when faced with a similar crisis? In the health sciences, laboratory technicians, nurses aides, and a whole host of auxiliary paraprofessionals have been enlisted and trained to meet the shortage of professional personnel. Similarly, it would seem that vocational educators both in educational institutions and in industry must face the challenge of producing a whole new set of paraprofessionals for the engineering profession.

There is, finally, one other great area of need for vocational training in our technological society, and it too represents a challenge and opportunity to vocational educators. It arises from the fact that much of our schooling today derives from a classical approach which is unsuited to a great many students in a democratic educational system. This type of schooling is still championed by those of us in the liberal disciplines who, remaining true to the traditions of the past, remain book-centered and word-oriented in our thought. We have an almost morbid preoccupation with the printed word, and we try to make all students, no matter that their background and interests, share our predilections. But a moment's reflection should

convince us that our snobbish adherence to the written culture in preference to the artifactual elements is both inconsistent and invalid.

It is inconsistent because we do not regard as ignoble the work of anthropologists and archeologists who, looking at prehistoric or primitive cultures, find that much can be learned from the articles fashioned by human hands and which are not derived from a written culture. Much of the creative expression of civilization lies in its artifacts—in its structures, its tools, its paraphernalia of daily life—as well as its poetry, literature, and politics. The artifacts of our technological civilization may not appeal to some, but they represent the sensory, manipulatory, and indeed, the aesthetic expression and experience of our own time. Are they any less worthy of study, understanding, and appreciation than the artifacts of long-dead civilizations or the masks of primitive African tribes?

The humanistic disdain for the man-made world is also invalid. An advancing technology requires just as much in the way of human ingenuity, imagination, creativity, sensitivity, and skill as do achievements in literature, art, or the other accoutrements of high culture. Technologists express themselves in steel, concrete, glass, and electric circuitry. Is that any less noble than expression through words, music, or painting?

Every teacher knows that many of his students are "turned off" by the emphasis on the printed word in our traditional school studies. Vocational training can "turn on" students by showing them facets of human expression other than the printed word and enabling them to participate productively in the industrial world in which we live.

Ours is a society of so-called "high" technology. Such a society requires more, and more highly trained, technical personnel than previous forms of cultural organization. We may be no more happy nor more secure than our ancestors, but ours is an exciting age in which to live and we must prepare our students to live in a world of continuous and rapid change. It is the business of the future, said Alfred North Whitehead, to be dangerous. But we can accept the risks with composure and confidence if we set ourselves to the task of educating our future citizens to understand the social forces accompanying technological change and to play a meaningful part in the technological process itself. And to assist us in this challenging task, we must turn increasingly to vocational educators.

SECOND GENERAL SESSION

Monday, December 8

Welcome to Boston

William H. Ohrenberger

Superintendent, Boston Public Schools

To you, the members of the American Vocational Association on this occasion of your sixty-third annual convention, I extend the warm and hearty greetings not only on behalf of the Boston Public Schools, but also in the name of all our citizens. We are happy to welcome you to Boston, the All-American City, and to cooperate with you in every way to make your visit both pleasant and profitable.

You are aware, I know, of the unique contributions which Boston has made to the development of our American educational system such as the establishment of the

first free public day school, the first elementary school, the first kindergarten, the first high school, and countless other firsts. In the area of vocational education, Boston, in 1913, was the leader in the establishment of the cooperative industrial course.

As one of the great commercial, industrial, educational, and medical centers of our nation, Boston presents a great diversity of occupational opportunities which require vocational skills. To prepare our youth for these opportunities, we conduct full complements of vocational education courses in eleven of our sixteen high schools. We also offer a two year post-graduate course in the Boston Vocational Technical Institute as well as numerous programs under the Manpower Development and Training Act, and the Apprenticeship and Journeyman Training Programs.

Plans are drawn for a new Occupational Resource Center which will incorporate all the latest developments in the field of vocational education for some 3,000 students.

The agenda of this conference is both stimulating and exciting and should make this convention a happy and rewarding experience. In addition to the fruitful exchange of ideas with your fellow delegates, may you plan to enjoy our many historical shrines, cultural centers, and educational institutions. And may you return to your homes refreshed by the hospitality of the new Boston and rededicated to your important task of preparing our youth for satisfying and productive careers in our great democratic society.

Congress and Vocational Education

*The Honorable Albert Quie
Member, United States House of Representatives,
First District, Minnesota*

It is a distinct pleasure for me to be with you and talk to you this evening.

The Congress has been interested in vocational education for a long time. Beginning in 1917, it was accepted that the Federal Government would play a role. In 1946, 1963, and 1968, substantial improvement was made in vocational education legislation.

This year Congress is concerned about manpower legislation. There are three major comprehensive manpower bills that are before the Congress. I think vocational educators should be concerned as to what is going to happen to vocational education. This year about 2.3 billion dollars has been budgeted for manpower programs. What could be done in vocational education with this amount of money? Some people seem to think vocational education has received adequate funding. I keep hearing that 8-1/2 million people are assisted each year by vocational education. This year the Administration recommended 279 million dollars for vocational education. The JOB Corps last year assisted about 35,000 people and their appropriation was 289 million dollars. This dramatizes the difference in the number served in the JOB Corps and in the vocational education program.

The Congress still has tremendous respect for vocational educators and the vocational education program. Evidence of this feeling was shown in 1968 when Congress passed, without a dissenting vote, the Vocational Education Amendments of 1968. Another example is this year when the Administration recommended 279 million dollars for vocational education and the Congress increased the amount to 488 million dollars. Congress gives education high priority, especially vocational education. Congress is not supporting higher education today as it did in the past.

This is due primarily to the action that some of the students are taking in the colleges. We don't find this problem in vocational education programs.

I read in the newspaper the other day that the administration recommendation for education for the coming fiscal year will be 3.4 billion dollars. I am convinced that unless we spend as much in preventive education as we do in remedial training in manpower programs we are going to continue to breed problems that will require heavy expenditures for our remedial rehabilitative manpower programs in the future. We are spending now about 2.3 billion dollars for remedial and manpower programs. We must find a way where we no longer will have to fund remedial rehabilitative programs. The only way we can begin to do this is to change the basic concept in elementary and secondary education.

As I talk to educators throughout this country, it seems that their basic concept is that a child entering first grade will only be successful if the child someday earns a baccalaureate degree, and our education system is aimed in that direction. I think that is a mistake to put all our eggs in one basket when only 20% of those first graders ever get a baccalaureate degree. What about that other 80%? I believe every student should obtain a marketable skill before he leaves his formal education.

I'm not saying my first priority in education is vocational education. My first priority is reading. There are just too many young people today going through school without the ability to read.

If I were going to recommend an individual for work in educating the disadvantaged, I would prefer a person who is involved in teaching the handicapped, the mentally and physically handicapped. These individuals can best reach the disadvantaged because they have learned that you need basic skills. Love is very necessary in teaching the handicapped, but it isn't enough.

My second priority in education is vocational education. This is why I am tremendously interested in the American Vocational Association acquainting Congress with the training needs as Congress begins hearings on the comprehensive manpower bills. The Manpower Development Training Act of 1962 required that the institutional programs be conducted through vocational education. This requirement is not in any of the comprehensive manpower bills now before Congress. The concept of the comprehensive manpower bills brings together under one head the fragmented programs that currently exist. I think this is good. We need to develop programs that will fill the needs of the people, and this is what we hope can be done with the comprehensive manpower program.

In developing an adequate comprehensive manpower program, we need the involvement of states. I think that under our federal system the states have an important role to play. In a program such as the vocational education program, which has been administered over the years through a State Department of Education, there is an opportunity for the influence of people to be brought to bear.

As a member of Congress, I would urge everyone in AVA to get to know his Congressman. Make sure that when he considers legislation on vocational education that he sees your face before him. Be sure he knows what programs are operating in your state.

I really think the comprehensive manpower program is a step in the right direction. However, I think the final thrust is to have a new Cabinet level department, the Department of Education and Manpower. If this were done, then vocational education would no longer be administered through a Bureau in the U.S. Office of Education. It would be possible to have an Assistant Secretary of Education and Manpower heading up vocational education. I would like to see vocational education and manpower together under one man in the Department of Education and Manpower. Only then will vocational education be recognized for the job it can do with the federal funds available.

If I were going to administer such a department, which I have no desire to do, I would divide the programs into such categories as pre-school, elementary and secondary, vocational and manpower, and higher education. I believe this same concept and coordination could be exercised at the state level, and it would allow the young people to develop the skills necessary to achieve a place in society where they will have self-dignity.

**AVA AWARDS
AND
E.E.A.—SHIP'S CITATION**

CITATION AWARDS

Conferred upon individuals who have aided significantly in the development and progress of vocational-technical and/or practical arts education—with emphasis on contributions of national importance.

The Honorable Roman C. Pucinski Member of Congress, 11th Congressional District, Illinois

Mr. Pucinski has been a major leader in the Congressional drive for increased federal funding for vocational education. He co-authored the Vocational Education Amendments of 1968 and has fought for full appropriation of funds authorized by that act.

He has been an outstanding, effective spokesman for vocational education before countless state and national organizations, constantly stressing the role of the federal government in promoting and improving vocational education.

First elected to the 86th Congress, Mr. Pucinski has been reelected by his constituents to five successive terms and has authored many important acts in the fields of education, youth services, and medical care.

Following his education in the Chicago public schools, Northwestern University, and John Marshall Law School, Congressman Pucinski began a journalistic career as reporter and staff writer for the Chicago *Sun Times*. During World War II, he rose from private to captain, with flying service including the first B29 raid over Tokyo in 1944 and 48 other missions over Japan. He holds the Distinguished Flying Cross and Air Medal with clusters.

Alice Widener Publisher, *U.S.A. Magazine* Syndicated Columnist, Author, Lecturer

Few if any of its friends speak as clearly, forcefully, and extensively for vocational education as Mrs. Widener. Her numerous articles, columns, and speeches on the importance of vocational education to society as a whole and youth in particular have been based on knowledge of the field, gained through visits and trips.

Most effective perhaps has been her profound influence through her columns on individual Americans and communities which have encouraged understanding about and concern for vocational education in fulfilling local and national needs.

Mrs. Widener is widely respected for her knowledge and insight into national and international affairs; her brilliant analysis and clear presentation of political, social, and economic issues; her moral courage and integrity; and her ability to discern and report trends, often ahead of her colleagues.

Fluent in five foreign languages, she is the only American woman elected to full membership in the Mont Pelerin Society of Switzerland, an exclusive international organization of scholars. In her own country, she has been the recipient of the George Washington Medal and National Recognition Award from the Freedoms Foundation, Valley Forge.

SERVICE AWARDS

Given to professional vocational educators in recognition of outstanding work over a period of years.

Bernard A. Shilt Director of Business Education Buffalo (New York) Public Schools

During his 50-year career as business educator and author of textbooks, Mr. Shilt has given a lifetime of service to the goals of vocational education. He has served as AVA president, vice president for the Business and Office Education Division of AVA, membership co-chairman for the Division, and on many major committee assignments.

His devotion to the field of business and office education has led to consultancies and writing and editing assignments of national significance. He has served the U.S. Office of Education as consultant and as a member of publication and curriculum committees.

In addition to leadership activities in professional education associations in his own state, he has served as president of the National Association of Supervisors of Business Education. He has lectured widely on business education in the United States and Canada, has been summer-session guest lecturer at 18 different colleges and universities, and has contributed over 40 articles to educational journals and yearbooks.

**Blanche Nechanicky
Former Supervisor of Trade and Technical Education
New York State Education Department**

Miss Nechanicky, who retired in June 1969 after 31 years of service to the New York State Education Department, has been one of the great leaders in the field of trade and industrial education for women and girls. Her pioneering efforts in establishing T&I education for women in the New York public school system have had national impact.

For three years she was secretary of the Policy and Planning Committee of the T&I Division of AVA. She helped to organize the T&I Women's Section of AVA, served as its second president and has since been re-elected twice. In 1955, when she was its only woman member, the National Association of State Supervisors of Trade and Industrial Education recognized her leadership talents and made her secretary-treasurer. Two years later she was elected as the Association's first woman president.

Her professional career has been marked by a flair for creativity and innovation, a vivacious personality and willingness to volunteer for the toughest assignments. She can truly be counted among the leaders who have made trade, technical and health occupations an accepted curriculum in vocational schools and community colleges throughout the country.

**Clare D. Rejahl
Executive Secretary
Wisconsin Association for Vocational and Adult Education**

Mr. Rejahl has devoted 35 years of leadership to vocational education, including 27 years as executive secretary of the Wisconsin Association. Retired in 1964 after 20 years in the Rehabilitation Division of the Wisconsin State Board of Vocational, Technical and Adult Education, he continues to serve vocational education actively and in many ways.

He is AVA field representative for Region III and a recent appointee to the Wisconsin State Advisory Council. When the survival of the Wisconsin Association of Vocational Agriculture Instructors was threatened by the sudden loss of its executive secretary in 1968, Mr. Rejahl offered his services and has since performed the duties of that office without pay.

As school board member and president, and as member of numerous civic organizations and boards of directors, Mr. Rejahl has been an effective spokesman for vocational education over the years. Among the many vocational educators, indus-

trialists, and others who recommended him for this Award are Secretary of Defense Melvin Laird and Governor Warren P. Knowles of Wisconsin.

**Hester Chadderdon
Professor Emeritus, Iowa State University**

Dr. Chadderdon, widely known expert in evaluation, has been a leader in research in vocational education and a pioneer in research in home economics education. She was chairman of AVA's Home Economics Research Committee more than two decades ago when the committee conducted its first cooperative study, the results of which were utilized in every state to analyze supervisory and teacher education programs. The nationwide involvement of home economics educators in that study brought home to the profession the importance of well-organized research to the solution of educational problems.

Dr. Chadderdon's contributions have extended far beyond her own research studies and publications. Her effective leadership, keen analytical ability, and professional dedication have inspired graduate students and co-workers to make research contributions of lasting value to home economics education.

Dr. Chadderdon has been active in an extensive list of professional organizations, with committee assignments or leadership roles in the American Vocational Association, the American Home Economics Association, and the American Association of University Professors.

**Janet Matsuyama
Teacher of Vocational Business
Fullerton Junior College, Orange County, California**

Mrs. Matsuyama is an outstanding example of professional leadership achieved by a classroom teacher. Through active support of her professional organizations and through articles in the *Journal of Business Education* and the *California Business Education Journal*, she has contributed to the advancement of vocational business education in her state and in the nation.

She has addressed many state and regional business education conventions, has played an important role in the development of area conferences, and has served as consultant for workshops and seminars.

Currently president of the California Business Education Association, she has served as its vice president, and as vice president and treasurer of the Southern Section of CBEA. She has also been a member of the California Council of Vocational Associations.

A native Californian with a master's degree from the University of Southern California, she brings a high degree of integrity, enthusiasm, vitality, and a sparkling personality to whatever she undertakes.

MERIT AWARDS

Presented to individuals or organizations—not engaged in education on a professional basis—who have contributed significantly to the success of any phase of vocational-technical and/or practical arts education.

**Chrysler-Plymouth Division
Chrysler Motors Corporation**

The Plymouth Trouble Shooting Contest, first sponsored by the Chrysler-Plymouth Division in Los Angeles in 1949, has spread across the nation to include more than 2,000 high schools and community colleges in all 50 states.

Some 150,000 students in automotive mechanics courses in high schools, vocational schools, and community colleges compete to represent their schools in one of some 100 local contests. The winning team from each school earns an all-expense-paid trip to the National Plymouth Trouble Shooting Contest Finals, held in Indianapolis at the famed "500" Speedway.

Chrysler-Plymouth representatives have worked closely with vocational educators to develop a contest which meets all criteria for a truly educational program. Realistic learning experiences are combined with scholarships, trophies, tools, and automotive components worth more than \$125,000 to provide the strongest kind of motivation. In addition, Plymouth dealers offer employment to talented young men who compete locally.

In its 21-year history, the Contest has placed more than 16,000 students in full or part-time jobs, and has made scholarships available to 146 students.

**Dr. Merlin W. Kampfer
Physician, Phoenix, Arizona**

A young doctor practicing his profession and active in four medical associations—the AMA, American Society of Internal Medicine, Arizona Medical Society, and Maricopa County Medical Society—Dr. Kampfer still finds time in his role as layman to give local, state and national leadership to vocational education.

He has served on the Arizona Vocational-Technical Council and was appointed by the Governor of Arizona to the new State Advisory Council on Vocational Education. As chairman of the State DE/DECA Advisory Committee, he sought support from the business community for the distributive education program and was instrumental in directing the Governor's attention to vocational youth programs.

He has been a member of the Executive Council of the DECA National Advisory Board since 1967.

Dr. Kampfer has addressed numerous school and community groups to promote an expanded program of vocational education and has found time to attend the last three AVA conventions.

E.E.A.—SHIP'S CITATION

Lowell A. Burkett, executive director of the AVA, was presented with the Ship's Citation of the Educational Exhibitor's Association in recognition of his "many outstanding contributions to vocational education."

In making the presentation for the Ship, Lawrence W. Prakken, editor and publisher of *School Shop*, cited the outstanding work Mr. Burkett had done as executive director of the AVA for the past four years and prior to that as assistant director for ten years.

He was cited for numerous contributions to youth and the development of vocational education not only as executive director of the AVA but also on numerous commissions, committees and task forces, both here and abroad.

The Citation is presented annually to an educator or administrator for distinguished service to vocational and practical arts education on local, state and national levels.

HOUSE OF DELEGATES

26/2/1

The House of Delegates of the American Vocational Association convened in the Grand Ballroom of the Sheraton-Boston Hotel, Boston, Massachusetts, at 3:30 p.m., December 10, 1969, President C. Nelson Grote presiding.

President Grote opened the meeting and requested Executive Director Burkett to call the roll of states.

Preceding the roll call, Executive Director Burkett read that part of the AVA Bylaws relating to the House of Delegates. The number of delegates eligible from each state in accordance with the AVA Bylaws and the number present were as follows:

<i>State</i>	<i>Number of Delegates Eligible</i>	<i>Present</i>
Alabama	17	8
Alaska	0	0
Arizona	4	4
Arkansas	10	10
California	12	9
Colorado	4	4
Connecticut	4	4
Delaware	1	0
District of Columbia	2	0
Florida	10	10
Georgia	24	23
Guam	0	0
Hawaii	0	0
Idaho	2	2
Illinois	21	21
Indiana	10	9
Iowa	10	9
Kansas	6	6
Kentucky	13	12
Louisiana	10	10
Maine	1	0
Maryland	3	2
Massachusetts	10	10
Michigan	6	0
Minnesota	14	10
Mississippi	11	11
Missouri	9	8
Montana	2	2
Nebraska	6	6
Nevada	2	0
New Hampshire	1	1
New Jersey	6	6
New Mexico	3	3
New York	12	12
North Carolina	27	27
North Dakota	3	0
Ohio	24	24
Oklahoma	16	6
Oregon	4	3
Pennsylvania	10	7
Puerto Rico	7	4

<i>State</i>	<i>Number of Delegates</i>	
	<i>Eligible</i>	<i>Present</i>
Rhode Island	0	0
South Carolina	13	8
South Dakota	3	0
Tennessee	14	12
Texas	28	27
Utah	3	3
Vermont	1	1
Virgin Islands	0	0
Virginia	16	16
Washington	9	7
West Virginia	4	4
Wisconsin	17	16
Wyoming	2	2
TOTAL	446	379

At this time, President Grote requested the delegates to stand for a brief period of silent meditation in memory of Miss Louise Bernard, a former AVA Vice President and retired State Supervisor for Distributive Education in Virginia, and in memory of other leaders in vocational education who had passed away since the last convention.

President Grote introduced to the delegates the AVA General Counsel, Micah H. Naftalin, and the Parliamentarian, Glen McDowell, NVATA Vice President, Kentucky.

The President then announced some changes in the agenda.

It was moved by Delegate Leon Janovy, Nebraska and seconded by Delegate Timothy Baker, Kentucky, that the agenda be approved as revised. Motion carried.

Minutes of Last Meeting

Executive Director Burkett presented the minutes of the meeting of the House of Delegates held in Dallas, Texas, on December 13, 1968. He stated that each delegate had been furnished a copy of the minutes and that the Board of Directors carefully reviewed them.

It was moved by Delegate Sanford Hyde, Louisiana, and seconded by Delegate William A. Forr, Florida, that the House of Delegates dispense with the reading of the minutes and that they be approved as presented. Motion carried.

Treasurer and Auditor's Report

President Grote then presented Ruth S. Backus, AVA Treasurer, to give the financial report. (*See Section A at end of House of Delegates minutes.*)

It was moved by Delegate L. Leu, Iowa, and seconded by Delegate H. A. Moses, Georgia, that the Financial Report be accepted. Motion carried.

Kelly Ritch, Texas, Chairman of the Audit Review Committee presented his report to the delegates. (*See Section B at end of House of Delegates minutes.*)

It was moved by Kelly Ritch and seconded by Delegate John Zwiebel, Minnesota, that the report by the Audit Review Committee be approved as presented. Motion carried.

Executive Director's Report

Executive Director Burkett was presented for his report to the House of Delegates. ("What Happened & Why—AVA 1969," mailed to AVA Members.)

Appreciation Certificates

President Grote presented certificates for distinguished service to the following outgoing members of the AVA Board of Directors: Past President Bernard Shilt and Vice President Ralph E. Bender.

Nominating Committee Report

K. Otto Logan, Washington, Chairman of the Nominating Committee was called on to present the report of his committee. (See Section C at end of House of Delegates minutes.)

It was moved by Delegate Rex A. Pace, North Carolina, and seconded by Delegate Billy Ray White, Arkansas, that the House of Delegates accept the report of the Nominating Committee. Motion carried.

Nominations for President

President Grote outlined the procedure to be used for making nominations from the floor of the House of Delegates. He explained that before a name can be placed on the official ballot each nominee must be approved by a majority vote.

President Grote asked for nominations from the floor for President of the AVA. There were none. The Chair declared the nominations for the office of President closed.

Election of Vice Presidents

President Grote asked for nominations from the floor for Vice President for Agricultural Education. There were none.

It was moved by Delegate L. M. McIlwain, Tennessee, and seconded by H. A. Moses, Georgia, that the nominations for the office of Vice President for Agricultural Education be closed. Motion carried.

President Grote asked for nominations from the floor for Vice President for Guidance. There were none.

It was moved by Delegate Charles Weaver, Ohio, and seconded by Delegate Odell Miller, Ohio, that the nominations for the office of Vice President for Guidance be closed. Motion carried.

President Grote asked for nominations from the floor for Vice President for Health Occupations. There were none. The Chair ruled that the nominations for the office of Vice President for Health Occupations be closed.

President Grote reported that the biographical sketches of all nominees had been distributed prior to the meeting. He then requested that all nominees for the AVA Vice Presidencies come to the platform for a one minute speech or for recognition.

Ballots were distributed and collected for counting by the officially appointed tellers. Robert Balthaser, Ohio, served as Chairman of the tellers.

(The agenda continued pending the counting of ballots. President Grote announced that a tie vote had occurred in the selection of a Vice President for Health Occupations Education. Following consultation with the General Counsel and Parliamentarian, a second ballot was ordered.)

President Grote (prior to adjournment) announced the results of the election. The following were elected:

C. M. Lawrence, Vice President
Agricultural Education
Charles G. Foster, Vice President
Guidance
Dale F. Petersen, Vice President
Health Occupations

New Business

Under new business, President Grote called on Donna M. Seay, Vice President for the Division of New and Related Services, to give the report of the subcommittee appointed to study the election procedure of Vice Presidents. This subcommittee was appointed subsequent to action taken by the delegates at the 1968 meeting in Dallas. (See Section D at end of House of Delegates minutes.)

Bylaws Revision

President Grote called on Carl M. Humphrey, Missouri, to present the report of the Constitution Committee. (See Section E at end of House of Delegates minutes.)

President Grote reported that the second proposed revision of the Bylaws had been discussed with the Board and General Counsel and it was found not to be necessary. In the next printing of the Bylaws, the new divisions—Technical Education, Guidance and Health Occupations—will be inserted.

It was moved by Delegate Paul Day, Ohio, and seconded by Delegate Robert M. Reese, Ohio, that the remaining proposed revision in the AVA Bylaws be adopted as presented.

Delegate David McVey, Texas, spoke in favor of amending the Bylaws. He stated that the election of a vice president should be done by the division because each division knows best its own candidates and their qualifications.

The previous question was *moved* by Delegate Charles Giles, North Carolina, and seconded by Delegate John Zwiebel, Minnesota. Motion carried.

A vote was taken on the original motion. *Passed*.

Delegate Harold Lewis, Kansas, requested a division of the House. Motion carried on the division vote.

Other New Business

It was moved by Delegate L. Leu, Iowa, and seconded by Delegate John A. Scott, Iowa, that the House of Delegates direct the convention planners and the professional staff of AVA to schedule the House of Delegates meeting in future years no later than the morning of the last day of the convention. Motion carried.

It was moved by Delegate Bill Jeffery, Kentucky, and seconded by Delegate Judith Bygd, Wisconsin, that the materials presented to the delegate assembly for their study be made available at the time the delegate cards are distributed.

Delegate John A. Scott, Iowa questioned the feasibility of the Resolutions Committee completing its work in such a short time.

David Bland, North Carolina, Chairman of the Resolutions Committee, was recognized. He stated that it would be physically impossible to have the materials ready 24 hours before the delegate meeting. The Resolutions Committee had requested that resolutions be turned in no later than 7:30 p.m., Monday, but resolutions were received as late as 10:30 that evening. He urged the delegates to defeat the motion.

Executive Director Burkett concurred with the Chairman of the Resolutions Committee, pointing out that if we try to run the organization as democratically as possible, it will be impossible to have the resolutions in the hands of the delegates before the convention begins.

The motion was defeated.

Resolutions

(Resolutions - Program of Work follows House of Delegates section.)

David Bland, North Carolina reported as Chairman of the Resolutions Committee. He explained the new procedure followed by the committee stating that the representatives of the Resolutions Committee had met in the spring with the policy

committees of the divisions and the planning committees of the departments. An effort was made to ascertain the major concerns of AVA members. The resolutions were then prepared and presented to the AVA Board of Directors to insure that they did not violate established policies.

It was moved by Delegate John Scott, Iowa, and seconded by Delegate Joe Miller, New Mexico, that the House of Delegates approve all 13 resolutions as presented by Chairman Bland to the delegate assembly.

Delegate Charles Giles, North Carolina, stated that the resolutions deserve some deliberation. Many members would like to have them discussed before voting on them.

It was moved by Delegate John W. Elliott, Washington, and seconded by Delegate Carol Mooney, Washington, that the motion be amended to strike out the last paragraph of Resolution No. 7.

Chairman Bland, in opposing the proposed amendment, stated that the resolution as presented to the delegates sets forth two premises: (a) the term "vocational" is very important in conveying ideas and concepts, and (b) that we recognize that there are other terms that have semantic commonalities with vocational education. It was the feeling of the committee that vocational education must be identified with other semantic terms that are commonly used.

Delegate Dan Dunham, Oregon spoke against the amendment and said that we have to be more flexible in our use of such terms as contained in the resolution. He agreed with Chairman Bland, and urged the delegates to defeat the amendment.

The previous question was *moved* by Delegate Herman Morgan, Florida, and seconded by Delegate Jim Piercy, Oregon. Motion passed.

A vote was taken on the amendment to the motion. Amendment to the motion was defeated.

The previous question on the motion to approve the resolutions was *moved* by Delegate C. C. Scarboro, North Carolina, and seconded by Delegate Jesse Keyser, Illinois. Motion carried.

A vote was then taken. *Motion carried.*

President Grote called for any resolutions from the floor. There were none.

Nominees for AVA President

President Grote introduced the two nominees for the AVA Presidency and asked them to make a three minute statement. Nominees were C. Thomas Olivo, Pennsylvania and Lee W. Ralston, California.

Past President's Report

Past President Shilt was called on to present his report. (See Section F at end of House of Delegates minutes.)

President's Concluding Remarks

President Grote asked the newly elected Vice Presidents to report to the Board Room immediately following the adjournment of the House of Delegates. He also announced that 6,872 people had registered at the convention which was an all-time record for an AVA Convention.

The meeting adjourned at 5:40 p.m.

Section A—Financial Report

As you may know, the Board of Directors and the AVA staff have been in the process of modifying the accounting system, to make it more responsive to AVA's needs for accounting control and financial reporting.

We are now developing an improved system—under the direction of Mr. Howard

Kenyon, a Systems Specialist, from Leopold and Linowes, Inc., Certified Public Accounting firm—which includes the following information:

1. *Fund Accounting*—To provide a segregation of financial resources into their natural classification, depending upon the use for which the resources are available.
2. *Accrual Accounting*—To reflect more accurately the revenue and expenditures by recording transactions when they occur rather than at a later date when cash is received or disbursed.
3. *Program Activity Accounting*—To provide financial information relative to the operation of each separate AVA activity, such as: Memberships, Publications, The Journal, Professional Activities, Special Projects, Convention, and supporting services such as: Professional Management and General Management.

The financial statement for the year ended June 30, 1969, has incorporated the new method of accounting, although refinement of this statement could not be fully accomplished since existing records were not adequate to do so under the previous years method of accounting.

Respectfully submitted,
Ruth Backus, AVA Treasurer

Section B—Audit Review Committee Report

The Audit Review Committee appointed by the Board of Directors of the American Vocational Association convened and reviewed the Audit Report for the fiscal year ended June 30, 1969, made by Leopold and Linowes, Certified Public Accountants, Washington, D.C.

In addition to the signed report letter of the auditing firm, the Committee reviewed:

Exhibit A—Summary of Financial Activities, for the Year ended June 30, 1969

Exhibit B—Analysis of Functional Expenditures, for the Year ended June 30, 1969

Exhibit C—Statement of Changes in Current General Fund Balance, for the Year ended June 30, 1969

Exhibit D—Statement of Changes in Current Restricted Fund Balances, for the Year ended June 30, 1969

Exhibit E—Statement of Changes in Equipment Fund Balance, for the Year ended June 30, 1969

Exhibit F—State of Financial Position, as of June 30, 1969

The presentation of AVA's financial information in the audit report for the year ended June 30, 1969, is significantly different from the presentation used by AVA in previous years. A comparison of the audit report to other financial statements prepared during the year by AVA is not possible from a practical viewpoint because of the change in presentation and accounting methods.

As of the end of the fiscal year, AVA changed from the cash to the accrual method of accounting. The audit report for the year ended June 30, 1969, has taken into consideration adjustments to accomplish this change. The Committee has made no attempt to analyze all of the many adjustments in order to effect the comparison.

Furthermore, AVA has adopted a more standardized method of reporting financial activity and financial condition. This new method utilizes fund accounting and activity accounting. Both are a departure from previous methods.

The Committee accepts the financial statement as presented by the auditing firm based on the auditor's report letter and the notes which are a part of the report.

The Committee wishes to commend our Treasurer, Mrs. Ruth Backus, for the

efficient discharge of her duties during the past fiscal year and especially for her untiring efforts in the conversion of the accounting system.

Respectfully submitted,
Don Corlett, North Carolina (Technical Education)
Mary J. Combs, Georgia (Home Economics)
Kelly Ritch, Texas (Distributive Education)

Section C—Report of the 1969 AVA Nominating Committee

The attached list of two members from each of the eight services (Agricultural, Business and Office, DE, Home Economics, Industrial Arts, New and Related Services, Technical Education, and Trade and Industrial) giving nationwide coverage were all present and participated in the endorsement of the following candidates for the vacancies reported to us by the Board. The four positions were:

1. President of AVA from the T & I Division
2. Vice President—Agricultural Education
3. Vice President—Health Occupations
4. Vice President—Guidance

Three meetings were held—one for organization, one for interviewing the Vice Presidential nominees, and one for interviewing the nominees for the Presidency. Before announcing the final selections, the Nominating Committee would like to compliment the policy committees for the excellent screening of candidates within each of the respective divisions. This made the job of the Nominating Committee much easier and indicates to us that the AVA organization is functioning as it should—from the grass roots up.

The following are the unanimously approved nominees: (listed alphabetically)

Vice President, Agricultural Education—Julian M. Carter, Vermont and C. M. Lawrence, Florida
Vice President, Health Occupations—Wilma B. Gillespie, West Virginia and Dale F. Petersen, Iowa
Vice President, Guidance—Charles G. Foster, Missouri and Kenneth B. Hoyt, Maryland
President, AVA—C. Thomas Olivo, Pennsylvania and Lee W. Ralston, California

K. Otto Logan, Chairman

Members of the 1969 Nominating Committee were: *Agriculture*—Howard Christensen, Nevada, V. B. Hairr, North Carolina; *Business & Office*—R. D. Balthaser, Ohio, Kenneth Sweet, Pennsylvania; *Distributive*—Carroll Coakley, Tennessee, K. Otto Logan, Washington; *Home Economics*—Ruth Ellen Ostler, New York, Kathleen Stuart, Washington; *Industrial Arts*—Robert Rudiger, Wisconsin, Hugh Oakley, Kentucky; *New & Related Services*—Doris Dacus, Tennessee, James Athen, Iowa; *Technical Education*—Melvin L. Barlow, California, Ron Kincaid, North Carolina; *Trade & Industrial*—Richard Nelson, California, William Hicks, Georgia.

Section D—Report of AVA Subcommittee Studying Election Procedure of Vice Presidents

As chairman of the subcommittee assigned the task of studying and recommending election procedures for AVA vice president, I wish to report that the members of the subcommittee—John Hudson (ex-officio), Dr. Ralph Bender, Dr. Aleene A. Cross—and I have met and discussed various election methods, including the problems involved in each one. After much exploration, we concluded the present method is more practical and logical and should be maintained because:

1. Vice Presidents, even though they are nominated by a division, are elected to set AVA policy matters concerning *all* vocational education, not just one

field of service. Election of a vice president by only members of the division would tend to further divide rather than unite AVA in promoting the growth and development of vocational and technical education.

2. Since the House of Delegates represents the membership of the state associations, election of vice presidents by this group supports the concept that vice presidents should represent all vocational and technical education.
3. Very recently, the Bylaws of the Association were changed to require the AVA Nominating Committee to recommend not less than two nor more than four nominations for divisional vice presidents. Operating policies of the divisions, which had to be revised due to the restructure of the AVA, identify the policy committee or a divisional nominating committee to serve as a review board of nominees. The recommendation of this group then is submitted to the Board of Directors for review and then to the AVA Nominating Committee for action.
4. Election of vice presidents by all AVA members (as the President is elected) does not seem feasible at this time because of time and expense required for efficient tabulations of votes. In addition, for members to be more informed before voting, biographical sketches would have to be sent with ballots, thus increasing considerably printing and mailing cost. Expense and time for campaigning by the candidate also would seem to be an undesirable feature of this procedure as the entire membership would have to be reached in an effective campaign.
5. Until the present system recently introduced has been utilized and evaluated for at least three years, we are not in a position to recommend changes in the election procedures. If and when changes are made, they should improve the system. However, improvements must be based on evaluative criteria which are in accord with AVA policies and goals.

Respectfully submitted,
Mrs. Donna M. Seay, Chairman

Section E—Report of AVA Constitution Committee

As Chairman of the AVA Constitution Committee, I would like to make the following report:

Section XII of the AVA Bylaws provides for the procedure by which they may be amended.

The amendments to be presented to you today have been properly presented as certified by Lowell A. Burkett, Executive Director. These proposed amendments were printed in the November 1969 issue of the *American Vocational Journal*. A copy of these amendments was included in the materials given to the delegates (and also, follow this report.)

The Constitution Committee studied the last suggested amendment regarding the addition of *Technical Education, Guidance, and Health Occupations* to the list of Divisions of the American Vocational Association.

The Committee believes that since the requirements for qualification as a Division were spelled out in the Bylaws, and since the above named groups met their stipulated requirements and have gone through the established process for being recognized as divisions, no amendment to the Bylaws is necessary.

We have discussed this with the members of the AVA Board of Directors, and they concur in our belief. These groups will be added to Article II Divisions, Section A, when the Constitution and Bylaws are reprinted.

Respectfully submitted,
Carl Humphrey, Chairman
AVA Constitution Committee

Proposed Amendments to AVA Bylaws

I. The following proposed amendments to the AVA Bylaws were submitted by Glen D. McDowell, vice president, Region IV, NVATA, at the request of the National Vocational Agricultural Teachers' Association, Incorporated, Executive Committee. This is to certify that the proposed amendments were submitted in accordance with Section XII, Amendments, of AVA Bylaws.

The proposed amendments read as follows:

Item 2 of Section C, Article VIII which reads as follows:

"2. The vice presidents shall be elected by plurality vote of the House of Delegates for a term of three years to serve for one term only. The order of the election shall be determined by the Board of Directors. The vice presidents shall take office July 1, following their election."

TO BE AMENDED TO READ:

"2. The vice presidents shall be elected by plurality vote of the House of Delegates for a term of three years to serve for one term only. The order of the election shall be determined by the Board of Directors. The vice presidents shall take office July 1, following their election."

Item 3 of Section B, Article VIII which reads as follows:

"3. Each division eligible to elect a vice president shall submit not more than four nor less than two nominees, through the vice president. The procedure for selecting the nominees shall be determined by the Committee which determines (plans and) policies for the respective divisions."

TO BE AMENDED TO READ:

"3. The procedure for selecting the nominees by each division eligible to elect a vice president shall be determined by the Committee which determines (plans and) policies for the respective divisions. Additional nominations may be made from the floor by members of the division providing they are eligible to vote."

Item 4 of Section B, Article VIII which reads as follows:

"4. The Nominating Committee shall present to the House of Delegates at the Annual Business Meeting not more than four nor less than two nominations for each office of vice president of the Association falling vacant at that time. Additional nominations may be made from the floor by members of the House of Delegates."

TO BE DELETED FROM THE BYLAWS.

Respectfully submitted,
Lowell A. Burkett
Executive Director

II. Technical Education, Guidance and Health Occupations have met the requirements set forth in Section II, B, of AVA Bylaws. It is proposed by the AVA Board of Directors that the following proposed amendments be made in the AVA Bylaws:

Article II, Section A, first part which reads:

"The divisions of the Association shall be those of Agricultural Education, Business and Office Education, Distributive Education, Home Economics Education, Trade and Industrial Education, Industrial Arts Education, and New and Related Services."

TO BE AMENDED TO READ:

"The divisions of the Association shall be those of Agricultural Education, Business and Office Education, Distributive Education, Home Economics Education, Trade and Industrial Education, Industrial Arts Education, *Technical Education, Guidance, Health Occupations Education*, and New and Related Services."

Respectfully submitted,
Lowell A. Burkett
Executive Director

Section F—Past President's Report

The Changing Image of Vocational-Technical Education

Bernard A. Shilt

(This is a slightly condensed version of Mr. Shilt's report. It covers the highlights of his term in office as the 1968-1969 president of AVA.)

I SUPPOSE that anyone who serves as AVA president feels that his term of office comes at a time when there is much activity and excitement in vocational education. Perhaps this is because we do live and work in a field that is dynamic and changing and constantly growing. Certainly my term as your AVA president confirms the truism I have just stated—1968-69 was an exciting year for vocational education and for our professional association.

First on the list of important happenings was the opening of our new headquarters building in Washington. As your president, I had the honor of presiding at an open house when friends of AVA came to view our new quarters. Certainly the new building with the more adequate office space and equipment that we now have gives an image of progress to the AVA. Our headquarters is strategically located in the heart of the Nation's Capital. We should take great pride in the fact that our Association has first-rate facilities for a staff to represent vocational education at the highest levels of our national government.

All of our work on new office space is not complete, and I hope the time will come that AVA can purchase this new building so that our Association will have permanent headquarters of its own. I look forward to the time when some past president of AVA will report to a similar House of Delegates meeting that AVA has purchased the headquarters building.

A landmark date in my AVA presidency was Oct. 16, 1968. On that date, I went to the White House at the invitation of President Lyndon B. Johnson to witness the ceremonial signing of the Vocational Education Amendments of 1968. To represent our membership on that occasion in the historic East Room of the White House, will always remain a highlight of my term of office.

As you know, thousands of AVA members had an important role in shaping this legislation. From the standpoint of history, I believe that it will become a very significant Act because of its potential for broadening the scope of vocational education and for expanding and improving the services we offer to people. As we met with President Johnson, he hailed this Act as a culmination of his efforts to "advance education among all of our people."

The Vocational Education Amendments of 1968 are having a very positive effect in changing the image of vocational education. Let me enumerate some of the changes that I see taking place.

Change No. 1. Vocational education has received a vote of confidence from the United States Congress to make a major contribution to the social and economic welfare of the Nation through educating persons for work. As one Congressman put it, "Vocational educators stand ten feet tall with the Congress." The unanimous vote for the 1968 Amendments, in the face of major budget cut-backs, makes us both proud and humble. We are proud that we have performed well, but we are humble in the face of the challenges given to us by the Nation.

Change No. 2. There is a general awakening on the part of school superintendents and principals which recognizes the potential of vocational education as an educational process. There is recognition that preparation for the world of work must begin at an early age; that the school has a major responsibility for bridging the gap between school and employment; that the process of vocational, or career, education must continue throughout life.

I believe that there is an acute awareness of the need for closer relationships between vocational and academic education; an awareness which speaks directly to the point that we are *all* concerned with people and that one cannot draw definite lines to make skill training mutually exclusive from cognitive and affective learnings.

"In Education" is searching for a mission, for a purpose, for a goal, and vocational educators are moving into a closer relationship to the total program of education at all levels—elementary, secondary and higher education. This may prove to be one of the most significant trends in American education during the 1960s and the 1970s.

As evidence of this changing posture of general and academic education, I have had the privilege, as your president, of assisting in the establishment of an ad hoc committee designed to strengthen our ties with academic education. I also call attention to the fact that a part of this year's AVA Program of Work is directed toward this point.

Change No. 3. One of the most significant factors in the changing image of vocational-technical education can be found in the type and amount of research being conducted in our field. For the first time, through the Eric Clearinghouse established in connection with The Center for Vocational and Technical Education at The Ohio State University, research and development is being catalogued and disseminated.

The Center itself has initiated and conducted research and leadership development activities that have had national significance. Vocational educators from every state of the Union have received leadership training in programs sponsored by the Center. As one major evidence of its interest and support for vocational and technical education, The Ohio State University has constructed a new facility to house the Center and its staff.

The *Research Visibility* section of our JOURNAL is continuing to provide information on research and development activities. Last year, for example, *Research Visibility* reported information in Post-Secondary and Adult Education; Human Resources and Vocational Guidance Services; Administrative Problems in Vocational Education; Curriculum; Preparation of Personnel; Evaluation and Accreditation; Manpower and Residential Schools; Exemplary Programs; Comprehensive Planning, and Guidance and New Careers.

Change No. 4. New programs in vocational and career education are being developed for persons who have not previously benefitted from the traditional programs of vocational education. Many of these programs have been designed to serve the disadvantaged and the handicapped.

To meet new manpower needs of the economy, new curricula have been developed for preparing personnel in a variety of new occupational fields. This has often resulted in creating an interdisciplinary approach in curriculum development. Thus, as a profession, we have broadened our scope to include the economist, the sociologist, the psychologist, and others.

Change No. 5. Guidance and counseling is taking on new and added responsibilities as vocational education moves toward serving more people at all levels and stages of development. Occupational information is being given to pupils in the elementary and junior high grades, and work experience is becoming an integral part of their total education. All school personnel are becoming more and more oriented toward occupational education. Certainly the role of the guidance counselor has taken on new dimensions.

Change No. 6. Vocational-technical educators have been alert to newer teaching devices and techniques. As I have traveled about the country, I have been impressed by extensive use of the latest devices for improving the teaching-learning process; such as teaching machines, tape recorders, overhead projectors, programmed instruction and closed circuit television.

In the midst of these changes, the AVA has continued its very important and significant role of developing professional leadership and giving direction to national policies which affect our field. I am extremely proud of the fact that our membership last year increased by approximately 4,000 members and set an all-time record. AVA also added three new divisions to its structure—Technical Education, Guidance, and Health Occupations.

In addition, we restructured our entire organization so that it can be more responsive to the needs of the profession. Through our new departmental structure, we see the involvement of more AVA members in the actual working of the organization. The Board of Directors has an opportunity to hear more points of view expressed than has previously been the case.

We have also attempted to strengthen state and affiliated organizations through the appointment of five field representatives.

In closing, I express to this delegate body my sincere appreciation for the privilege of serving as AVA president. You have given support to our efforts, and I am grateful for the opportunity that I have had to serve as president of this great professional organization.

PROGRAM OF WORK AND POLICY RESOLUTIONS

Chairman of Resolutions-Program of Work Committee:

David Bland

Chairman and President, Montgomery Technical Institute

Troy, North Carolina

10/77

A PROGRAM OF WORK AVA IN ACTION 1970-1975

The American Vocational Association begins the next decade 50,000 members strong! As our organization has grown in membership, so has its role in charting the course of vocational education for America. Realizing this fact, the AVA Committee on Resolutions and Program of Work viewed its efforts from the standpoint of planning for the future and identifying issues of immediate concern.

With this in mind, the AVA Committee on Resolutions and Program of Work presents to the membership of the American Vocational Association the theme for the first five years of this decade, "AVA in Action—1970-75," along with a detailed plan of action for 1970 based on the theme, "The Expanding Leadership Role of AVA."

The AVA Bylaws provide for the creation of an AVA Committee on Resolutions and Program of Work with a membership drawn from the AVA Divisions. The Committee's responsibilities lie in two related areas:

1. Presentation of policy resolutions to the AVA House of Delegates,
2. Development of a Program of Work for AVA that evolves from those policies approved by the House of Delegates.

This Program of Work was developed by the members of your Committee after we participated in the annual policy and planning committee meetings held by the AVA Divisions and Departments. The AVA Board of Directors reviewed our work prior to publication, and this Program of Work, in printed form, was made available to all those attending the AVA Convention. The AVA Staff, in working with AVA State Associations and organizations and through the *AV Journal*, arranged for wide dissemination of the Program of Work. The affiliated State Associations, AVA Divisions and Departments, and AVA members are urged to become active in attaining the objectives of this Program of Work.

This Program of Work cannot be all inclusive, nor do we suggest that it covers all the important activities of AVA and its membership. It does, however, represent the priorities established by the Committee after careful consideration of the concerns expressed by AVA members. We have attempted to begin long-range planning for our professional organization, recognizing that much in the process of planning is just plain listening. We ask that you accept our recommendations not as a five-year plan, but as an effort to plan for five years.

David Bland, Chairman
North Carolina
(AVA Technical Education Division)
Arnold Freitag
Iowa
(AVA New and Related Services Division)
Anna Gorman
Ohio
(AVA Home Economics Education Division)
Mildred Jackson
Georgia
(AVA Distributive Education Division)
Joe D. Mills
Florida
(AVA T & I Education Division)

Herbert Siegel
New York
(AVA Industrial Arts Education Division)

Victor Van Hook
Oklahoma
(AVA Business and Office Education
Division)

Ralph J. Woodin
Ohio
(AVA Agricultural Education Division)

Expanding Leadership Role of AVA

Throughout our history, vocational educators have frequently been asked not only to continue on-going programs, but to accept new and greater responsibilities for education and training. As we begin this decade of the 1970s, we face the great challenge of new responsibilities resulting from America's deep concern for the manpower needs of the economy and for the dignity and worth of each individual. The departmental and divisional structure of our professional Association, as adopted in 1967 by the AVA House of Delegates in Cleveland, provides the kind of experience and competency mix required if the response to these new responsibilities is to be adequate.

With unique competencies in the various occupational fields, vocational educators long ago established their role in meeting the manpower needs of the economy. However, with the shifting focus on people and their needs, we cannot, at this period in time, overemphasize either at the expense of the other. We must not only be concerned about the occupational fields for which we train, but we must also show concern for the total development of our Nation's human resources.

The strength of the American Vocational Association lies in the membership at large, and in its state affiliates in particular. Therefore, the Program of Work Committee conceived as its purpose the identification of specific areas of concern that might be dealt with both individually and collectively, utilizing the resources available through the AVA Staff.

The 1970 Program of Work is concerned with the expanding leadership role of AVA, and it focuses on two crucial aspects of vocational education—PLANNING and EVALUATION. As your policy and planning committees met in Washington last March to review our professional concerns in meeting the new and added responsibilities in vocational education, again and again we heard these words—PLANNING and EVALUATION.

If vocational education is to serve adequately "all persons of all ages in all communities" (which is the mandate given by the 1968 Vocational Education Amendments), it is apparent that PLANNING and EVALUATION hold the keys to success. Therefore, as an AVA Program of Work of 1970 (and as a basis for planning five years ahead), we *urge* individual vocational educators—who work as teachers, administrators, counselors, teacher-educators, advisory council members, and manpower personnel—and AVA state affiliated organizations, and AVA Divisions and Departments to make a concerted effort to improve and expand vocational education through adequate PLANNING and EVALUATION.

Planning

Planning, as it is conceived by your Program of Work Committee, involves three major areas of concern:

1. The relationship of vocational education to general education.

2. Vocational education's role in the development of a comprehensive manpower system.
3. Vocational education's role in the assessment and development of federal and state legislation for vocational education and manpower training.

The Relationship of Vocational Education to General Education. In years past, vocational education has made major contributions to the education of high school students and adults. However, the process of vocational education should be viewed as a continuum and, as such, must make a greater contribution to education, in the broadest sense of the term, at the elementary and post-secondary levels. *All* vocational teachers have a responsibility for contributing to the education of *all* students, in school or out of school, whatever their grade or achievement levels might be.

A major goal of the American Vocational Association and its membership will be that of working with general educators to assist in improving education at all levels (K-to the grave). Through the special skills and techniques developed and employed by vocational teachers, vocational education can lead the way in developing educational programs suited to the career needs and aspirations of all.

A MAJOR RESULT OF THIS EFFORT WOULD BE GREATER FLEXIBILITY IN OUR EDUCATIONAL SYSTEM WITH OPPORTUNITIES FOR PERSONS TO ENTER AND EXIT AT MANY LEVELS.

For far too long a time, there has been an unreal and unholy dichotomy between vocational education and general education. With the rapid development of post-secondary institutions and the explosion of technology in all occupational fields, the head of separatism has been reared again. It is imperative that vocational educators assume a leadership role in stimulating dialogue at local, state, and national levels in education as education grapples with the ominous task of preparing persons to live and work in our complex society.

Vocational Education's Role in the Development of a Comprehensive Manpower System. Since the passage of the Manpower Development and Training Act of 1962, state groups have been created to plan and coordinate manpower training activities and services. The Vocational Education Amendments of 1968 call on each state and its local communities to engage in long-range planning for vocational education programs. Under proposed legislation now pending before the Congress, still other planning groups concerned with manpower development and career education will be created at the state level.

Vocational education must command a positive role in the process of human resource development because education constitutes the most important element in a comprehensive manpower system. To that end, major efforts must be made at state and national levels to:

1. Firmly establish with policy boards and governmental agencies the philosophical basis for vocational education's role in human resource development.
2. Assess vocational education's capabilities for contributing to a comprehensive manpower development program, in terms of facilities, personnel, administrative framework, long-established relationships with labor, industry, and employers, as well as its competencies in skill development.

Vocational Education's Role in the Assessment and Development of Federal and State Legislation for Vocational Education and Manpower Training. Historically, AVA members have been alert and aggressive in making congressmen and state legislators aware of the needs and accomplishments of vocational education programs at state and local levels.

As we enter the decade of the 1970s, legislation already enacted and legislation now proposed will largely determine the future of vocational education. Therefore, AVA members, individually and collectively, must give support to federal legislation that will:

1. Provide full funding for the Vocational Education Amendments of 1968. The funds authorized for that Act are inadequate in comparison with the needs; full funding is vital to make vocational education accessible to all who need it and can profit from it.
2. Create a delivery system for manpower services that recognizes vocational education's role in human resource development.

Evaluation

Evaluation is an integral part of the process of planning. It is this premise that gives the 1970 Program of Work two major thrusts—Planning and Evaluation.

Your Program of Work Committee identified two broad areas of concern in evaluation to which AVA members and organizations must address themselves:

A. *Accreditation of Vocational Education Programs.* The overall purpose of accreditation is to assure quality in vocational education programs. Quality strikes at the heart of instruction, and is of prime concern to teachers. Vocational teachers cannot settle for less than excellence both for themselves and for their students. Administrators must provide for a climate that will guarantee such performance.

The American Vocational Association has embarked upon a project to develop standards for accreditation of vocational education programs. The support of the entire profession is vital to the resolution of the following issues:

1. Concern with accreditation must pervade all levels—wherever vocational education occurs. Public, private, secondary, post-secondary, licensure, proprietary, and industrial instruction must be included.

2. Accreditation must be concerned with *programs*, not *institutions*.

3. Regional accrediting associations must recognize the increasing prominence and importance of vocational education and must give assistance in the implementation of accrediting procedures.

4. Vocational educators, regardless of institutional affiliations, must come together and agree upon standards, criteria, and procedures.

B. *National and State Advisory Councils.* The Vocational Education Amendments of 1968 provide for the creation of advisory councils at national and state levels. These councils have been given resources and specific responsibilities for evaluating vocational education. Certainly, they can be an important tool for assessing vocational education.

Wherever possible, vocational educators must be concerned and involved with these councils in the development of evaluative criteria. We must also encourage the development of cost-effectiveness studies at local, state, and national levels.

Resolutions and Program of Work Committee

Phasing Chart

To emphasize the expanding leadership role of the American Vocational Association, the decision was made to prepare the AVA Program of Work one year in advance. This will allow for a systematic planning approach to the issues that we are facing, while at the same time allowing for a progressive continuity of action. In addition, an integrated approach will be possible on the part of the AVA Staff, the various Divisions and Departments, the state affiliates, the various national committees and individual members, since advance information will be available as to the objectives of the Association.

For maximum effectiveness, it is necessary for all individuals and groups to provide the various Departments and Divisions with input that will be synthesized by the Committee. The Phasing Chart on the next page identifies the activities scheduled during the current year while at the same time projecting future activities.

RESOLUTIONS AND PROGRAM OF WORK COMMITTEE ACTIVITIES

	Pre-convention December 5, 1969	Convention December 6-10, 1969	Spring Conference March 1970	Fall Conference September 1970	Pre-convention December 1970
PROGRAM OF WORK	<p>Meet with Divisional Policy Committees to discuss the 1970 Program of Work</p> <p>Receive input for the 1971 Program of Work</p>	<p>Distribute the 1970 Program of Work</p> <p>Draft the 1971 Program of Work</p> <p>Present the 1971 Program of Work for Board consideration</p>	<p>Distribute approved Program of Work for 1971 to all Divisional and Departmental Policy and Planning Committees</p> <p>Meet with Divisional and Departmental Policy and Planning Committees to:</p> <ul style="list-style-type: none"> - Explain and discuss the 1971 Program of Work - Identify inputs for the 1972 Program of Work <p>Begin preparing the 1972 Program of Work</p>	<p>Further develop the 1972 Program of Work</p> <p>Prepare for the Convention</p>	<p>RECYCLE: See Pre-convention December 5, 1969, for appropriate activities</p>
RESOLUTIONS	<p>Receive resolutions for the 1969 Convention</p>	<p>Receive for consideration additional resolutions</p> <p>Recommend resolutions through the Board for consideration by the 1969 House of Delegates</p>	<p>Identify and begin preparation of needed resolutions to be considered at the 1970 Convention</p>	<p>Prepare resolutions for the 1970 Convention</p>	

AVA POLICY RESOLUTION

As adopted by the House of Delegates, December 10, 1969

1. Strengthening State and Territorial Affiliates of The American Vocational Association

Whereas, the Conference of Affiliated State and Territorial Associations was created to develop and improve practices of the officers of the affiliated state associations, and to develop cooperation between officers of the affiliated state associations; and

Whereas, the AVA Board of Directors has named five Regional Representatives to represent the AVA and to work with the officers of state and territorial associations for the purpose of assisting affiliated associations to improve the professional activities of state associations;

Therefore, Be It Resolved, that the AVA House of Delegates encourage all officers of the affiliated state and territorial associations to support the AVA field staff in working to strengthen state and territorial affiliates.

2. Staffing for Vocational Education Leadership in Occupational Areas

Whereas, work is basic to the existence of our Nation; and

Whereas, people of the United States work in large groupings of occupations such as agriculture, distribution and marketing, homemaking, food processing and preparation, trades and industry, health services, and business and office occupations; and

Whereas, vocational guidance is needed in the selection, entry and advancement in all occupations; and

Whereas, members of Congress have recognized the vital need for occupation-oriented education as evidenced by the unanimous passage of the Vocational Education Amendments of 1968;

Therefore, Be It Resolved, that the American Vocational Association strongly endorse the concept that vocational education leadership include specialists knowledgeable *in* and trained *for* each of the occupational areas designated in this resolution and that such occupational leadership be given greater recognition by the establishment of an occupational Branch with this responsibility in the Division of Vocational-Technical Education of the U.S. Office of Education and in State Departments of Education; and

Be It Further Resolved, that the American Vocational Association give assistance to the preparation of legislation for introduction in the Congress to provide for such staffing, and that guidelines for implementing the legislation reflect the legislative mandate for specialized staffing at all levels; and

Be It Further Resolved, that affiliated state associations be informed of such legislation at the earliest possible time and that the membership work diligently for the passage of the same; and

Be It Further Resolved, that National Advisory Committees from the American Vocational Association Divisional Organizations be urged to support the purposes of this resolution.

3. Appropriations for Vocational Education Amendments of 1968

Whereas, the overall task of vocational education is to provide all citizens of our nation with an opportunity to prepare to work and live with dignity in our society; and

Whereas, Congress has endorsed this concept in the broadened scope of the Vocational Education Amendments of 1968; and

Whereas, many citizens are handicapped or disadvantaged in some manner and need the opportunity to "learn to earn" now, today, in order to replace the indignities and humiliations of poverty and misery with work opportunities, jobs, and a place in our society as contributing and productive members of their communities; and

Whereas, the funds authorized by the 1968 Vocational Education Amendments provide incentives for expansion and development of special programs to meet ever-growing needs of many segments of our population;

Therefore, Be It Resolved, that each state and territorial affiliate of the American Vocational Association solicit support from individuals and appropriate organizations within their respective states to obtain full funding for the Vocational Education Amendments of 1968; and

Be It Further Resolved, that such statements of support be directed to the members of the Congress and the President of the United States.

4. Funding for Vocational Education Amendments of 1968

Whereas, the promise of greater service horizons for vocational education is implicit in the far-reaching Vocational Education Amendments of 1968; and

Whereas, the procedures for planning and implementing the Vocational Education Amendments of 1968 have involved a greater cross-section of our society than ever before in the history of vocational education; and

Whereas, the process of planning has increased the numbers of individuals and groups anticipating services through vocational education; and

Whereas, the failure to fund the Vocational Education Amendments of 1968 betrays the hopes of many people for whom vocational education has been designed to assist:

Therefore, Be It Resolved, that the American Vocational Association and its state affiliated associations urge President Nixon, Secretary of Health, Education and Welfare Finch and U.S. Commissioner of Education Allen to release the funds for vocational education as may be appropriated by the Congress of the United States.

5. Permanent Authorization for Funding Home Economics Education

Whereas, Part F of the Vocational Education Amendments of 1968 authorizes funding for consumer and homemaking education in the amount of twenty-five million dollars (\$25,000,000) for 1970; thirty-five million dollars (\$35,000,000) for 1971; and fifty million dollars (\$50,000,000) for 1972; and

Whereas, the funding under Part F is needed to support the existing programs of home economics education and to provide for the expansion and strengthening of these programs including more emphasis in consumer education and with special attention to the needs of students and adult homemakers in rural and urban poverty areas; and

Whereas, home economics education is relevant to realistic preparation of youth and adult men and women for the dual role of homemaker and wage earner; and

Whereas, the national youth organization, Future Homemakers of America, an integral part of home economics education, contributes to the development of more than 600,000 home economics students in secondary schools directed toward realistic youth established goals associated with living and earning;

Therefore, Be It Resolved, that the American Vocational Association take immediate and continuous action to promote a permanent authorization of vocational education funds for home economics education at a level sufficient to meet

the increasing needs and demands for consumer and homemaking education as an integral part of vocational education.

6. Federal Guidelines for Teacher Education

Whereas, the Vocational Education Amendments of 1968, Part B, Section 122 (a8), provides for the use of Federal funds for ancillary services and activities which include teacher training and supervision; and

Whereas, Part B, Subsections 122(a), 4(A), 4(B) and 6 of the Vocational Education Amendments, relating to disadvantaged persons, handicapped persons, and vocational guidance and counseling respectively, calls for new dimensions in college programs that will include additional staff and courses, special workshops and institutes, and other programs to prepare professional staff to implement these provisions of the Act; and

Whereas, Parts C, D, F, G, and I of the Vocational Education Amendments, relating respectively to research, exemplary programs and projects, consumer and homemaking education, cooperative education, and curriculum development, all will require additional numbers of professionals; and

Whereas, Federal Guidelines to States, 1968 Vocational Education Amendments, have failed to give visibility to the preparation of professional personnel; and

Whereas, State plans for vocational education, reflecting the form and content of Federal Guidelines, have also failed to make specific provision for the preparation of professional personnel; and

Whereas, the ultimate success of all aspects of vocational education is directly related to the quality and availability of professional personnel;

Therefore, Be It Resolved, that the Teacher Education Department of the American Vocational Association, through appropriate committees and activities, work toward the publishing of guidelines in the Federal Register to fully implement all teacher education provisions of the Vocational Education Amendments of 1968; and

Be It Further Resolved, that copies of this Resolution be forwarded to appropriate officials of the USOE, the National Advisory Council on Vocational Education and all State Advisory Councils on Vocational Education.

7. Use of the Term "Vocational"

Whereas, educational programs relating to the world of work have historically and traditionally been called "vocational;" and

Whereas, the term "vocational" commonly identifies with the American Vocational Association as well as its state affiliates;

Therefore, Be It Resolved, that the American Vocational Association strongly encourage the continuing use of the term "vocational" as a generic term applied to the process and program of preparing, retraining, or upgrading persons for employment; and

Be It Further Resolved, that recognition be given to the semantic commonality of vocational education and the terms "occupational education," "career education," "manpower training" and "human resource development."

8. Recognition of the Role of Industrial Arts in Vocational Education

Whereas, recognition has been given to industrial arts education through the American Vocational Association's Resolutions of 1968 as one of the several curriculum areas which promotes and implements programs of occupational orientation as an introduction to the world of work; and

Whereas, industrial arts education should be available to persons of all ages, especially for those enrolled in elementary, secondary and special education programs; and

Whereas, industrial arts education has been expanding through effective planning and evaluation of innovative and exemplary demonstration projects funded under the Vocational Education Amendments of 1968;

Therefore, Be It Resolved, that the American Vocational Association continue to support the contributions that industrial arts make to comprehensive programs of career development.

9. Education for Employment

Whereas, vocational destinies develop over a period of time; beginning at birth and continuing throughout life; and

Whereas, the school system of America should assume prime responsibility for the occupational career needs of all persons at various age and educational levels, including the re-education of those who became unemployed or who wish to upgrade themselves through additional education in their chosen area of work and interest; and

Whereas, the nation's schools should assume responsibility for providing the skills and knowledge essential for all persons to make the transition from school to work; and

Whereas, vocational education is unique in its capacity to utilize the services of many organizations and agencies in the community, public and private, in providing vocational-career-occupational education;

Therefore, Be It Resolved, that the membership of the American Vocational Association join with those responsible for elementary, secondary, post-secondary, and higher education in developing programs of vocational education appropriate for all students;

Be It Further Resolved, that among others the following criteria for these programs be applied:

1. All professional personnel in a school system have a relationship to occupational choice, competence and advancement and should be involved in the planning of programs of vocational education;

2. Programs in the practical arts, adapted to all students, should be expanded and extended into the early grades;

3. All students should receive realistic occupational information and guidance, adapted to individual needs, and provided at appropriate times in their school careers; and

4. Work experience and placement services should be provided.

10. Manpower Legislation

Whereas, the first annual report of the National Advisory Council on Vocational Education has highlighted the failure of our schools to educate to the level of adequate employability nearly 25 percent of the young men and women who turn 18 each year as a waste of money as well as human resources; and

Whereas, the violence, unrest, and alienation of thousands of Americans are, in part, a result of unemployment and unequal opportunity; and

Whereas, the Manpower Development and Training Act of 1962 has provided both jobs and basic education and training for more than one million persons, many of whom came from the ranks of the hard core unemployed; and

Whereas, the Vocational Education Amendments of 1968 are directed toward meeting the social and economic needs of all people of all ages of all communities;

Therefore, Be It Resolved, that the American Vocational Association through its members, give support to legislation to extend and improve manpower programs in order that education and training may be made available for the population that has not been served by the traditional system of education; and

Be It Further Resolved, that the American Vocational Association, through its

members, work for legislation that will strengthen and improve the educational components of manpower development including guidance, thereby making vocational education and guidance an integral part of the nation's manpower policy; and

Be It Further Resolved, that the American Vocational Association, through its members, support legislation to implement a total program of vocational education and guidance to the end that the schools, as established institutions of our society, provide for the career development needs of all persons.

11. International Education Year

Whereas, educators of the United States have for many years participated in world development projects; and

Whereas, vocational education is a significant key to the development of a viable national work force; and

Whereas, the United States has a significant role to play in meeting the educational manpower needs in the area of international development programs of practical arts and career education; and

Whereas, the educational community in the United States is benefited by its participation in international education development programs; and

Whereas, international participation in educational projects can make important contributions to the improvement of world-wide communication and understanding; and

Whereas, the United Nations Education Scientific and Cultural Organization (UNESCO) has designated 1970 as International Education Year (IEY);

Therefore, Be It Resolved, that the American Vocational Association give its endorsement of 1970 as International Education Year in the United States.

12. Fiftieth Anniversary of the International Labor Organization

Whereas, the International Labor Organization is commemorating the Fiftieth Anniversary of its founding; and

Whereas, the International Labor Organization made it possible for Mr. A. E. Dowding, Head of Technical Standard and Operations Section of the Vocational Training Branch, Geneva, Switzerland, to participate in the program of the International Education Committee of the American Vocational Association at the 1969 Boston Convention; and

Whereas, the American Vocational Association supports the purposes of the International Labor Organization as they are related to vocational, technical and practical arts education;

Therefore, Be It Resolved, that the AVA House of Delegates commend the effort of the International Labor Organization and express appreciation to the Director General of the International Labor Organization, the Honorable David A. Morse.

13. Women's Bureau, United States Department of Labor

Whereas, thirty million American women are gainfully employed accounting for two out of every five workers; and

Whereas, it is estimated that women will be entering the labor force at the rate of one-half million a year during the decade of the 1970s; and

Whereas, nine out of ten women will be gainfully employed at some time during their life; and

Whereas, our Nation's rapidly expanding technology is opening broad vistas of employment opportunities for women, both at the technical and professional levels;

Therefore, Be It Resolved, that the American Vocational Association affirm support of the expanding role of women in the economic, social and cultural development

of our Nation through providing educational opportunities to prepare for their roles as homemakers and wage earners; and

Be It Further Resolved, that the American Vocational Association extend congratulations to the Women's Bureau, United States Department of Labor, in recognition of its Fiftieth anniversary and commend the Bureau for its leadership in the development of womanpower.

ADULT EDUCATION DEPARTMENT

Proceedings Recorder:

Don Corlett

*Community College Administrative Intern
North Carolina State University
Raleigh, North Carolina*

The second session of the Adult Education Department was held on Tuesday, December 9, 1969, in the Oval Room of the Sheraton Plaza Hotel. Fred Dreves, New Jersey Department of Education, was the moderator; D. F. Corlett, Raleigh, North Carolina, was the recorder.

This meeting was conducted as an informal seminar with three speakers, each of whom made brief impromptu presentations regarding the programs under their sponsorship and then answered specific questions from the audience.

The programs available from the American Hotel and Motel Association were described by Dr. R. L. Almarode. This Association provides all text, assignment, and test materials for 19 courses designed for upgrading of hotel and motel employees, either through individual home study or in organized classes. Certificates and diplomas are awarded. Course titles are: Introduction to Hotel-Motel Management, Motel-Motor Hotel Management, Front Office Procedure, Hotel-Motel Accounting, Hotel-Motel Sales Promotion, Human Relations, Financial Management, Hotel-Motel Law, Supervisory Development, Communications, Organization and Administration, Training and Coaching Techniques for Supervisors, Advanced Hotel-Motel Accounting, Maintenance and Engineering, Food and Beverage Controls, Food and Beverage Purchasing, Food and Beverage Management and Service, Food Production Principles, Supervisory Housekeeping.

For information about materials for these courses, write to: Dr. R. L. Almarode, The Educational Institute, American Hotel and Motel Association, School of Business, Florida State University, Tallahassee, Florida 32306.

Programmed instruction courses available from DuPont were described by Dr. Arthur C. Santora. DuPont has 128 industrial training courses which are suitable for either individual or group use. There are also 25 industrial safety courses. The subjects covered are maintenance, carpentry, electrical work, instrumentation, insulating, machine shop, sheet metal work, millwrighting, pipefitting, rigging, welding, chemical operation, power house operation, and service operation. These courses are designed for maintenance or operator level training.

For information write to: Dr. Arthur C. Santora, E. I. DuPont De Nemours & Co. (Inc.), Industrial Training Service, Room 7450, Nemours Building, Wilmington, Delaware 19898.

Dr. Helen M. Thal described the circumstances under which The Institute of Life Insurance came to prepare the adult basic text which has become so popular. The text is written in simple language, but the subject matter is appropriate for adults. Typical stories cover the economics of buying a used car, shopping for bargains in the supermarket, and budgeting the family income.

Dr. Thal said that the Institute hopes to publish a second text along the same lines, which would include health, drugs and alcohol, sex education, and other topics of current adult interest.

For information write to: Dr. Helen M. Thal, Education Division, Institute of Life Insurance, 277 Park Avenue, New York City, New York.

POST-SECONDARY EDUCATION DEPARTMENT

Proceedings Recorder:

Norman Humble

*Coordinator of Retail Marketing, Kirkwood Community College
Cedar Rapids, Iowa*

The theme of the program was set at the first meeting on Sunday with a paper presented by B. R. Herrscher concerning the role of the community college. An assistant delivered the oral presentation. The thesis of the paper came from a booklet written by B. R. Herrscher titled, *Salvage, Redirection, or Custody*.

Mr. Herrscher began by defining the two-year college as any institution that offers the 13th and 14th year of schooling. Community colleges, vocational schools, and area schools can all be used synonymously to describe the type of institution to which Mr. Herrscher directed his thoughts.

He first defined the open-door policy of two-year schools. He coined the phrase "revolving door" because of the high attrition rate connected to the two-year institution. He cited research that points out an attrition rate of 75% during the first year of college.

The development of the community college has established courses and curriculums to deal with the low achieving student. The courses or programs are remedial in nature. Mr. Herrscher regarded this as excellent, but felt that community colleges are not really doing the job. Courses have been established because another college offers them or because outside funding becomes available. He accused the two-year school of not really assisting the low achiever, but rather of allowing him a place to fail. In Mr. Herrscher's words, "If community colleges realize that on the day the low achieving student walks in the door he is going to fail, the concept of the open-door is in real trouble." He further asserted that community colleges will continue to be open-door institutions and must deal with their major weakness—not helping the low achiever to succeed. It is this weakness that the two-year school must overcome and solve, and the challenge that it must meet.

In our two-year schools, the instructor is the key to successful remedial programs. At the present time, in many institutions, the inexperienced instructor is given the remedial teaching assignments. Most inexperienced instructors have not received specialized training nor do they have the desire to be effective remedial instructors.

He suggested an in-service program for two-year institutions to follow in meeting the challenge of assisting the low ability student.

Mr. Herrscher stated that the instructor is the person to cause learning. He developed this from Benjamin Bloom's model of "Learning for Mastery." The model involves four steps:

1. Instructional Objectives
2. Pre-Assessment
3. Instructional Activities
4. Post-Assessment

The essential part of the four-step system is finding out where the student is and building a curriculum around his ability. He cited a recent California study that found instructional improvement first in a list of twenty-six critical problems and needs of a two-year school.

After the paper was presented, L. C. McDowell, Kenneth Hoyt, and Howard Sidney reacted to the challenge of Mr. Herrscher's remarks.

The summation of the reactors was: yes, we do not do the job for all who enter the two-year school, but courses and programs are being developed. There are educators who think two-year colleges are for all people. The reactors pointed out this was not the case; two-year schools are fulfilling the programs they offer. True, much work still needs to be done at the course level, but on the other hand, community colleges are young on the educational ladder and need time to develop their courses and programs.

In conclusion, Mr. Herrscher challenged the two-year college to begin its main contribution to society by helping low achievers to succeed through new and different remedial programs.

On Tuesday, the topic of "Salvage, Redirection, or Custody" was continued. Ronald Stadt, Louis Yoho, and George Pass each presented a paper on the above theme.

Mr. Stadt's remarks were concerned with the future needs of vocational education. He made five major points:

1. New programs will be added; other programs will be dropped.
2. More specialization will be seen at the post-secondary level.
3. Preparation for changing careers will be emphasized.
4. Public education is guilty of not helping those people it is failing.
5. Evaluations of our efforts will become more realistic, numerical, and binding.

According to Mr. Stadt, these future predictions suggest a change of existing programs and courses to salvage and redirect the student. Our society is changing in many areas, and we must change our curriculum to blend into the real world. Technological change, material change, process change, energy change, electronic change, and human behavior change, all challenge the two-year school to develop a curriculum to turn the student into an asset to our communities.

Mr. Yoho began his presentation by defining each of the three words in the program's theme. He settled on the word "redirection" as the key to his paper. The building of his curriculum for redirection comes from the Advisory Council on Vocational Education. The council listed several assumptions that could fall into the category of redirection:

1. Greater individualization of instruction
2. Interaction of disciplines
3. Different rates of student learning
4. Increased student responsibility on his education
5. Teachers becoming managers of learning instead of the apex.

Education is being forced into redirection in curriculum planning by two factors:

1. The changing concept of man
2. The explosion and continuous extrusion of new technology and knowledge.

To achieve this redirection, Mr. Yoho suggested that instructors change the classroom from a "to teach" atmosphere into a "to learn" atmosphere. In other words, the student must take over the process of his education, using the teacher as an assistant.

The technological explosion has created a nightmare for educators. They must sort out the knowledge, bringing to the student only that cutting edge part that will send him on to new learning experiences.

In conclusion, Mr. Yoho suggested that the post-secondary curriculum be redirected according to the demands put on it by society. Our present methods will no longer work, and we will end up with his definition of custody—maintenance of the status quo.

Mr. George Pass looked at the "Salvage, Redirection, or Custody" theme from another vantage point. He based his thoughts on the prestige that is lacking vocational education. It is up to us in the field to sell our product to legislators, taxpayers, educators, parents, and students. Vocational programs must have flexibility built into the curriculum. General education must not be forgotten in our Vocational-Technical areas of study.

Mr. Pass challenged all vocational educators to stand up and be counted, but to stand up and be counted only when we have the right type of education needed in today's world.

This concludes the summary of "Salvage, Redirection or Custody." The persons involved in presenting papers did an excellent job. After each speaker, much discussion was generated from the floor.

The final portion of the post-secondary program was titled "The Role of Comparative Guidance and Placement in Post-Secondary Education." This portion of the program consisted of a presentation by Richard Rooney. He discussed the use of different measurements in vocational education. Mr. Rooney brought out the changes coming about in the format of guidance in assisting students in career choice. Testing is becoming more effective in the assessments of interests and abilities for the post-secondary student. Guidance personnel is attempting to rate the student more in a positive sense and less in a negative sense.

The department meetings of the newly created post-secondary meetings were successful. Although attendance was poor at both sessions, the attitude of those present was a highly motivated one.

SECONDARY EDUCATION DEPARTMENT

Proceedings Recorder:

James Busher

*Supervisor, Business and Distributive Education
Cleveland, Ohio, Public Schools*

Presentation by Mrs. Maxine Emery, Area Consultant, Vocational Office Education, Texas Education Agency, Corpus Christi, Texas.

The perfect answer for utilizing two languages for instruction leading to employment hasn't been found. The Brownsville School District and the Texas Education Agency are testing this new strategy which may lead to an improvement of the prevailing situation in the Spanish-speaking geographical areas and populations.

At least, it appears this will help amalgamate and transmit the two cultures from one generation to another by developing heritage appreciation and application of the best of both cultures to the world of work.

This is an experiment with an idea. It calls for a mixture of skills, backbone and a lively sense of adventure! If this idea works, and it is believed it will, there are obvious extensions to their vocational content programs.

In adhering to the mandate from the federal acts for all students to have ready access to vocational training, it has opened the way for the program planning staff to provide a linkage between the academic and manipulative aspects of education. Who can say where one begins and the other ends?

Since the content of business education is primarily designed and taught in English in the United States, this new concept is hoped to demonstrate new ways to enrich the cultural and economical life of the Spanish-speaking student in greater scope and depth than in the ordinary business curriculum.

Instead of fretting about what to do and waiting for something to happen, Brownsville, Texas is approaching this head-on. Now the student may have an opportunity to seek employment in either or both languages! Instead of resisting the second language, it is being responded to as cultural and economic assets. Perhaps some of the classroom problems today can be resolved by local public schools and communities using a similar "action-innovation" approach.

Innovations in Home Economics in North Carolina Public Schools

Mary L. Smith, Vocational Home Economics Teacher, Clyde A. Erwin High School, Buncombe County Unit, Route #4, Asheville, North Carolina.

Since the Vocational Act of 1963, many innovations have been made by home economics teachers in North Carolina. These teachers have been sensitive to student needs, interested in what happens to students after high school, interested in job opportunities so that students will remain in school, interested in a program relevant to student needs and one that will work for entering the labor market. This is especially important for those going directly from high school into employment.

Two studies have been made in North Carolina to obtain information needed for curriculum development to meet the educational needs of youth in a changing society.

The first was a survey made for the purpose of identifying the occupational needs in the state.

Next, a ten year follow-up study of girls enrolled in the tenth grade in 1957 was made and this revealed: (a) over 85% of them felt that young women today need preparation for homemaking, (b) almost all of them (95%) felt that young women today need preparation for employment outside the home, (c) almost all of them (95%) had been employed at some time since leaving high school, (d) over three-fourths of them had been employed since marriage and over half of them were currently employed, and (e) combining the dual role of homemaker-wage earner was identified as the second most difficult problem by young married women—managing money was ranked first.

Based on these two studies and existing programs, the occupational programs have been expanded and have been organized around five clusters of occupations relating to home economics areas, namely:

1. Health and management services—included in this cluster are jobs for health aide, housekeeping aide, management aide, companion aide, and home-making assistant—with employment opportunities in hospitals, clinics, nursing and rest homes, private homes, motels, hotels, and homes for the elderly.

2. Food services—with jobs available for cooks, salad makers, counter servers, waitresses, cafeteria workers, hostesses, short order cooks, tray servers, caterers, and food demonstrators—with employment opportunities available in restaurants, cafeterias, hospitals, short order counters, catering establishments, delicatessens, bakeries, bake shops, grocery stores.

3. Clothing services—with jobs for seamstresses, dress makers, menders, repairers, reweavers, and accessory makers—with employment opportunities in private homes, department stores, specialty shops, laundry and dry cleaners.

4. Child care service—with jobs for pre-school education aides, day care aides, and foster home aides—with employment opportunities in child care centers, nursery schools, hospitals, and foster homes.

5. Home furnishing services—with jobs for seamstresses, custom furnishings, furniture refinisher, repairer, and furniture upholsterer—with job opportunities in refinishing shops, department stores, specialty shops, interior decorating shops, and hobby shops.

Mary Smith made an interesting slide presentation illustrating programs centering on each of the five classes or clusters of occupations.

The success of the programs in North Carolina has been due to teachers being competent and alert in understanding the occupations related to home economics, and to their having skills and knowledge of the cluster they are teaching. They have attended workshops and in-service training courses to increase their knowledge and scope of understanding of the revised, comprehensive home economics curriculum. This summer, the University of North Carolina at Greensboro will offer two courses for teachers. One will be a laboratory course in which each student will have work experience in the occupational area she is teaching. The other is a theory course in employment education.

Further success of these programs will depend upon the relationships between industry and business in the area and the vocational teachers in the schools. In our school we tried to solve this problem by interpreting the occupational program to representatives of business and industrial personnel from our school district in a meeting on October 20. We wanted to get them involved in development of a curriculum that would more effectively serve the needs of students as well as business and industry. This is particularly important as we need their help in giving our students on-the-job training. We are receiving excellent cooperation.

One impetus to innovations in our program has been studies made of education in general. Two years ago, the governor appointed a commission to study educational needs in North Carolina. As an outgrowth of this study, a supplementary report in Occupational Education for the Public Schools of North Carolina was prepared.

This study has indicated the direction for future and further expansion of occupational education that includes vocational education, technical education for the professions. The committee's recommendations will have a far-reaching effect upon future developments and funding of occupational education in our state. The most gratifying part of the study is that it was a cooperative effort involving every segment of government, business, and social structure of the state. The "people" realize that occupational education will help in adjusting to the real world and in understanding our economic system. Therefore, citizens will be more willing to pay the price that goes with developing a well-planned occupational education program. We, in Home Economics, are very much encouraged by the recommenda-

tions supporting basic home economics and increased training for women in home economics related occupations. Some of these recommendations are being implemented at the present time. We feel that in North Carolina home economics will continue to have unlimited opportunities to develop new techniques, programs, and materials needed to train boys and girls for the labor market.

As I see it from my vantage point, the day for innovations in home economics in North Carolina is just arriving. We can and will continue to be innovative in accepting the responsibility of doing the job we have been challenged to do—to teach boys and girls how to make a living which will help them to live a happy, satisfying life within the framework of our society.

Innovations in Industrial Arts *By David Goin, New Mexico*

This report was a slide presentation on seven programs across the United States, in conjunction with or at institutions of higher education.

Research and experimentation at the University of Maryland is an individually centered approach, with the scientific method of problem solving being the principle element.

It is based upon contemporary society and the needs of future engineers, scientists, researchers, analysts, and similar persons. The success lies in the curiosity and intrinsic motivation of the individual student.

Industrial arts tools, equipment, and materials are available for use in testing and evaluation of products, processes, and materials.

The Industrial Arts Curriculum Project is a curriculum development program headquartered at Ohio State University in cooperation with the University of Illinois.

Through this program the students learn how man plans, organizes and controls materials, tools, techniques, and people to produce goods.

The first year course, "The World of Construction," provides an opportunity to learn and apply the basic knowledge and skills of the construction industry. The students first read and discuss the practices which are required to build any structure, such as a road, dam, building, tower, etc. Concepts of construction are then applied in laboratory activities to increase student understanding.

The second year course, "The World of Manufacturing," is designed to help youth understand the basic concepts of manufacturing technology. The study focuses on management, personnel, and production techniques of manufacturing.

The Orchestrated Systems program at Indiana State University utilizes the "tool" systems approach to determine program responsibility and instructional content.

Team teaching is an important part of the endeavor. Manufacturing, construction, service, and technical communications are given high priority when determining course content. The system requires a mixture of experience rather than segregation of beginning, intermediate, and advanced students.

Industriology at Wisconsin State University is defined as the science or study of industry. This broad approach is planned to examine the internal organization of industries, including how the work gets done and the steps taken.

Stout State University offers the American Industries Project, a totally new direction for industrial arts. One of the tasks of the project is to attempt to identify and classify the common elements of industry, regardless of the products they produce, distribute, or the services that they render.

The Industrial Materials Program at San Jose State is concerned with integrating the proper facets of material science into industrial arts. It promotes the concept that students should be encouraged to look for the "why" as well as the "how" when involved in classroom or laboratory activity.

The industrial plastics program at Brigham Young University is taught as a core

class in the teacher education program, and deals with applications, processes, and products of the industry.

**An Exemplary Program for Occupational Preparation in
Selected Agricultural Activities for Small High Schools in Utah**
By Dr. Jed W. Wasden, Coordinator, Adult and Secondary Education, Salt Lake City, Utah.

The major, over-all purpose of the project is to provide improved programs of occupational preparation in the small high schools of Utah, so that students from such schools may be better prepared than they presently are to enter industry or to continue their education and training at a post-secondary institution.

Objectives for initiating the program into a few pilot high schools were as follows:

1. To select a few small high schools in Utah, who meet the necessary criteria, to conduct pilot programs in vocational-industrial education for small high schools
2. To provide leadership for the program through the Vocational Division of the Office of the State Superintendent of Public Instructions
3. To provide, in cooperation with the school districts in which pilot programs are conducted, the tools, equipment, and supplies needed to make the program successful
4. To provide the necessary teacher education program so that teachers will be adequately prepared to conduct the new programs effectively
5. To provide specialized supervision of the pilot programs so that they will have the greatest opportunity possible for success
6. To assist the selected schools to prepare the physical facilities (industrial arts shops, agricultural mechanics shops, or both) in the manner needed to conduct successfully the pilot programs.

There are many kinds of vocational-industrial education courses which could be offered to meet the objectives of this project. Recognizing this fact, a committee working in the preliminary phase of this project selected the general areas of drafting, woodwork and building construction, metal fabrication, and power mechanics as the program to be offered.

The eight teachers from the seven pilot schools participated in a special teacher education workshop during the summer of 1969 for a period of twelve weeks, eight hours or more per day. They were given special compensation for the three month period devoted to the workshop.

It should be emphasized that teachers who participated in the special summer education workshop, in addition to preparing the course of study material, had opportunity to improve their skills in each of the four areas chosen for the ninth and tenth grade programs. One-half of their time was devoted to this; they actually had an opportunity to work through the same things they would be teaching.

RESEARCH AND EVALUATION DEPARTMENT

Proceedings Recorder:

Aaron J. Miller

Coordinator for Development and Training

*The Ohio Center for Research and Leadership Development in
Vocational and Technical Education*

6/16/5

PLANNING COMMITTEE MEETING—DECEMBER 5, 1969

With the new organizational structure, there exists a variety of organizations and groups with primary research interests in the complex structure of the American Vocational Association. The Research and Evaluation Department will strive to further clarify its role within the structure, so that it may more effectively address the research and evaluation needs of the association without needless duplication of efforts.

To further coordinate the research interests within the American Vocational Association, this planning committee suggests that the AVA divisional representative on the Research and Evaluation Department Planning Committee be a member of the Research Committee or research group of that division (if such a group exists). Further, it is suggested that the Program Committee chairman of any other official research section or interest group within the AVA be included in the Research and Evaluation Department Planning Committee Meetings. This will provide for better communication and liaison among the varied research interests.

The Research and Evaluation Department Planning Committee expresses the willingness to involve the resources and expertise of this Department to support program evaluation projects and other related activities directed by the Association, specifically, the National Study on Accreditation and The Research Visibility Section of the *AV Journal*.

The Planning Committee restates its support of in-service research and evaluation training activities directed toward the professional growth of the association's membership; and it will continue to serve as an advisory resource to professional organizations, agencies, and institutions in the planning of in-service research and/or evaluation training activities during the coming year.

DEPARTMENTAL MEETING—DECEMBER 8, 1969

Program Topic: A Review and Synthesis of Vocational Education Research

Principal Speakers: J. Robert Warmbrod, Professor of Agricultural Education, Ohio State University, Columbus.

Harold R. Wallace, Professor of Vocational Education, Michigan State University, East Lansing.

Reactor Panel: Duane Nielson, Ralph Wenrich, and Eugene Griessman.

This program was directed toward a review and synthesis of the vocational education research literature relative to (a) the economics of vocational-technical education, and (b) cooperative programs in vocational-technical education. Following presentations by Dr.'s Warmbrod and Wallace on topics (a) and (b) respectively, the reactor panel questioned the assumptions and conclusions of the speakers.

The following are abstracts of the presentations made by the principal speakers. Complete copies of the papers may be obtained from the authors or through the V-T ERIC Clearinghouse.

Abstract of the Presentation,

Summary of Research on the Economics of Vocational-Technical Education

By Robert J. Warmbrod

"Vocational education . . . is an expensive terminal training program . . . alternative program for . . . on-the-job training should be considered" (Corazzini, 1966). "Our findings about the value of the vocational program . . . are disquieting . . . our review . . . suggests that returns have been meager relative to the considerable social investment in the program . . . solid evidence in support of the city's vocational program is sadly lacking" (Taussig, 1968).

Contrast these conclusions from research on the economics of vocational education with the following. ". . . additional public funds should be spent on the vocational-

technical curricula rather than on the nonvocational-technical senior high school curricula . . . the return to investment in vocational-technical education was shown to be considerably greater than the return to investment in alternative curricula . . . Vocational-technical education is an economically worthwhile investment for individuals and for society" (Kaufman, Hu, Lee, and Stromsdorfer, 1968). "If one could generalize from the education-earnings profiles of . . . graduates of various vocational-technical programs offered by two area vocational-technical centers, one would be forced to conclude that the private rate of return on 'educational investment' is astonishingly high . . . If monetary indices are accepted as a measure of effectiveness . . . extra public funds should be distributed toward vocational-technical education in order to maximize private and public benefits" (Kraft, 1969).

As is often the case with research pertaining to education, research on the economics of vocational-technical education yields conflicting findings and conclusions. With these contrasting views about the economic benefits of vocational education as background, conclusions have been drawn based upon the research reported in *Review and Synthesis of Research on the Economics of Vocational-Technical Education* (Warmbrod, 1968) published in 1968 by the ERIC Clearinghouse for vocational and technical education.

Conclusions

Research on the economics of vocational education is necessary if adequate and complete data are to be available for decision-making concerning the allocation of resources to vocational education. Data yielded by cost-benefit and cost-effectiveness analysis will undoubtedly bear heavily on policy decisions about occupational education, including the question of what agencies, public schools or otherwise, can conduct occupational education programs most efficiently. "Most efficient" does not mean "cheapest;" it means efficiency in terms of the objectives set out to be accomplished.

Cost-benefit and cost-effectiveness studies of public school programs of vocational education which have been reported to date yield findings which question the economic value of vocational education on the one hand, and label it as a sound investment on the other. It should be noted that most of the studies were case or pilot studies of vocational education in a particular school system. This factor leads to some difficulties in generalizing the results of the findings of research. Nevertheless, the National Advisory Council on Vocational Education (1968) in their assessment of vocational education mandated by the Vocational Education Act of 1963 concluded in the report issued in 1968 that "Studies relating the costs of vocational education to the benefits derived have given it solid support. When controlled for differences in native ability, vocational students profit substantially as compared to others in both employment and earnings."

Although Corazzini's analysis of vocational education in Worcester, Massachusetts, and Taussig's study of vocational schools in New York City led to conclusions questioning the returns to investment in vocational education, all subsequent analyses have clearly labeled vocational education as a sound investment. If cost-benefit and cost-effectiveness studies of manpower training and retraining programs are considered also, the evidence strongly supports occupational education as a sound investment. From a research point of view, there is little doubt that those studies which find vocational education a sound investment are, in general, designed to avoid to a greater degree the conceptual and practical problems mentioned earlier that limit the validity of the findings.

The usefulness of cost-benefit analysis as an evaluative technique in vocational education is limited by the requirement that all benefits as well as costs be expressed in monetary terms. Vocational education contributes to the nonmonetary and external benefits of education as does general education. An assessment of the

benefits of vocational education should include outcomes other than those that are monetary. Some benefits of vocational education, like the benefits of education in general, are virtually impossible to quantify, in monetary terms or otherwise. Considering the restrictions of cost-benefit analysis, cost-effectiveness analysis is the preferable model for evaluating the effectiveness of vocational education. One must not be overzealous, however, in applying cost-effectiveness analysis unrealistically; for example, a proposal to apply cost-effectiveness to the assessment of the effectiveness of youth organizations in vocational education, in which the investigator made no effort to distinguish between the influence of the vocational curriculum and the influence of youth organization activities on the subsequent performance of students (Hu, 1969).

It is proposed that vocational education, like general education, also has a consumption component, that is, individuals receive immediate enjoyment and satisfaction from vocational education just as they do from general education. Anyone who does not think that students enroll in vocational courses "for fun" as well as to enhance future productivity has not had much contact with students enrolled in vocational courses in secondary schools, or for that matter, with students enrolled in English, mathematics, or history courses. If one takes seriously the Advisory Council's admonition that vocational education "is also a teaching technique which may have even more to offer as method than as substance" (Advisory Council on Vocational Education, 1968), the consumption component—the immediate satisfaction or "for fun" component—may be just as important as the investment component—the component contributing to future productivity.

And finally, vocational educators have a prominent role to play in designing and conducting studies pertaining to the evaluation of vocational education. The vocational educator should apply his expertise to the identification and measurement of benefits of vocational education, both monetary and nonmonetary, that are now overlooked or ignored. Vocational educators and economists can and should work together in designing cost-effectiveness studies of vocational education. One should not overlook or forget that the chief concern of education, including vocational education, is the nurture and development of individuals. Then, the chief concern in evaluating the effectiveness of vocational education is the assessment of change in behavior of individuals and not on measuring the monetary returns the investment yields. The following quote puts it well: "Vocational educators need to look at their teaching more in terms of what it does for the child, and less in terms of how well it meets someone's forecast of the community's industrial needs" (Meade and Feldman, 1966).

References

Advisory Council on Vocational Education. "Vocational Education: The Bridge Between Man and His Work." *Notes and Working Papers Concerning the Administration of Programs Authorized Under Vocational Education Act of 1963 Public Law 88-210, as Amended*. Subcommittee on Education, Committee on Labor and Public Welfare, United States Senate (90th Congress, 2nd Session), Publication 1:1-56; March 1968.

Corazzini, A. J. *Vocational Education, A Study of Benefits and Costs (A Case Study of Worcester, Massachusetts)*. Princeton, N.J.: Industrial Relations Section, Princeton University, 1966, 126 pp.

Hu, Teh-wei; Lee, Maw Lin; Stromsdorfer, Ernst W.; and Kaufman, Jacob J. *A Cost-Effectiveness Study of Vocational Education, A Comparison of Vocational and Nonvocational Education in Secondary Schools*. University Park, Pa.: Institute for Research on Human Resources, The Pennsylvania State University, March 1969, 301 pp.

Kraft, Richard H. P. *Cost-Effectiveness Analysis of Vocational-Technical Education Programs*. Tallahassee, Fla.: Florida State Department of Education, 1969, 155 pp. (VT 009 690)

Meade, Edward J., Jr.; and Feldman, Marvin J. "Vocational Education: Its Place and Its Process." *Journal of Human Resources* 1:70-74; Summer 1966.

Taussig, Michael K. "An Economic Analysis of Vocational Education in the New York City High Schools." *Vocational Education*. Supplement to *The Journal of Human Resources* 3:59-87; 1968.

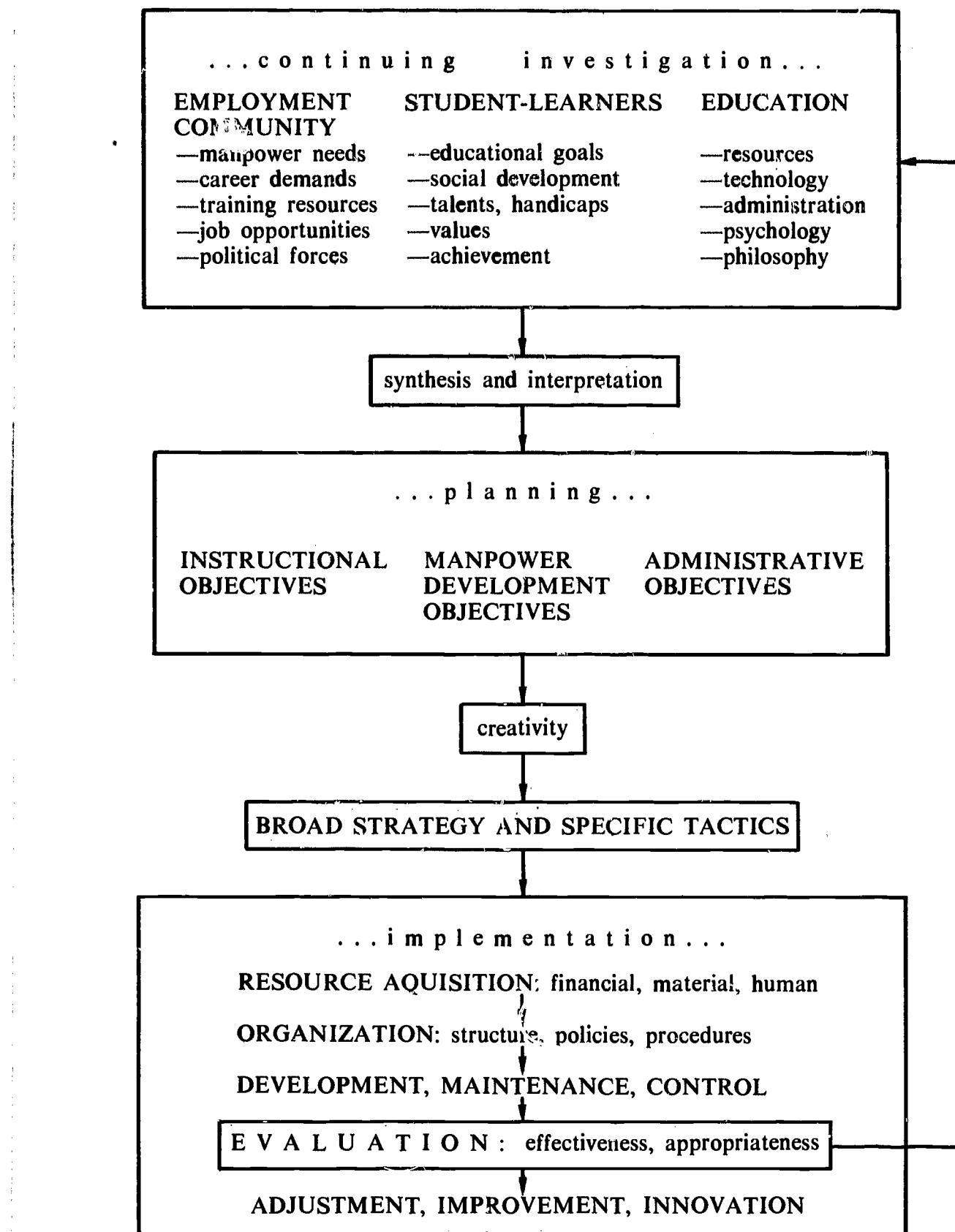
Warmbrod, J. Robert. *Review and Synthesis of Research on the Economics of Vocational-Technical Education*. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, November 1968, 53 pp.

Abstract of the Presentation,
Cooperative Programs in Vocational-Technical Education
by Harold R. Wallace

Since no body of research literature oriented toward a theoretical framework for cooperative work-study as a method of teaching was found, the speaker produced a model for the development of an educational program and reviewed research relevant to the various components of the model. The search for relevant research revealed: a need for studies in cooperative education as a teaching method; a need for greater emphasis on relating programs to learners rather than learners to programs; a need for more studies concerning the desirable characteristics of teachers; and a need for more studies relating to the development of a work ethos and to the career ladder concept.

The following model was developed in detail by Professor Wallace during this presentation. This model outlines the systematic procedures in vocational-technical education program development.

A Model for the Development of an Educational Program
by
Harold R. Wallace



DEPARTMENTAL MEETING--DECEMBER 9, 1969

Program Topic: Vocational-Technical Program Evaluation.
Principal Speakers: Melvin L. Barlow, Director, Division of Vocational Education, University of California, Los Angeles.
Robert E. Norton, Assistant Professor of Vocational Education, University of Arkansas, Fayetteville.

Reactor Panel: M. G. Linson, Jacob J. Kaufman, and Donald Findlay.

This program was directed toward the problems of evaluation of vocational-technical programs. Following presentations by Drs. Barlow and Norton, the reactor panel questioned and reacted to the presentations.

The following are abstracts of the presentations made by the principal speakers. Complete copies of these papers may be obtained from the authors or through the V-T ERIC Clearinghouse.

Abstract of the Presentation, Evaluating Vocational-Technical Program Effectiveness by Melvin L. Barlow

Concepts of evaluation, usually in terms of program standards and instructional efficiency, have been a continuous part of the vocational education program. Evaluation was built into the theoretical constructs of vocational education long before the Smith-Hughes Act of 1917. Concern for evaluation has been a persistent thing. One only needs to review the proceedings of the National Society for Vocational Education, and the records of the American Vocational Association beginning in 1925, to be assured that evaluation of program effectiveness has been an inseparable part of vocational education. However, the critical need for a more appropriate assessment of vocational education grew slowly. It was not until late 1960 that the pressure to review vocational education in detail began. President Kennedy's Panel of Consultants on Vocational Education stressed evaluation many times in its report, *Education for a Changing World of Work*. The report of this panel was used as a basis for the Vocational Education Act of 1963, and a new era in vocational education appeared.

One section of the Vocational Education Act of 1963 required that an evaluation effort be made every five years. The Advisory Council on Vocational Education, appointed by President Johnson late in 1966, undertook this responsibility. The Council's report was the basis for the Vocational Education Amendments of 1968, the most imaginative and creative piece of legislation for vocational education thus far developed and passed by a unanimous Congress.

Levels of Evaluation

At the *school or district level*, evaluation takes on other parameters. How does the program meet the needs of students (in-school or out) for preparation to enter the labor force or to improve mobility in the labor force? How is instruction related to occupational needs? How does the vocational education program cooperate with business, industry, agriculture, and the community at large? A very long list of questions must be asked for which evaluative data are needed. In this connection, we see reports of careful consideration of some of the elements of the problem (Harold Byram's work on evaluation of local vocational education programs is one example, Sam Burt's review of advisory committees in the evaluation process is another, and there are many more).

At the *state level*, we find opportunities for evaluation from different vantage points. We also find that a number of ideas about state level procedures are seeing the light of day. (The Center in Ohio has produced a suggested system for state evaluation. Massachusetts has produced a guide for state evaluation, and again, there are many more examples.)

At the *federal and national level*, we must combine evaluative data to place the vocational education program in perspective in this larger area. The National and State Advisory Councils have new responsibilities in the area of evaluation. The researchers in universities and in other public and private institutions have responsibilities to suggest designs and instruments which will in fact provide measures upon which value can be placed.

I am leading up to the point that evaluation is not something that is limited to one person at the national level, one person at the state level, one person at the local level, and a few people in the sidelines in universities and other organizations. Evaluation does in fact involve all people in vocational education, but with the exception that at all levels some people must have specific responsibilities for evaluation. The entire organizational structure of vocational education must have a corps of evaluators. Only now are these people beginning to appear in the structure. The urgent need at the moment is *action* in evaluation to match the theoretical designs which have emerged.

The big problem at the moment is, who does what? One of the things we urgently need is a compendium of the elements of evaluation for every level. This compendium should be indexed with a complete listing of the research and studies related to each level, and the compendium should be brought up to date occasionally.

What I fear is that people in one evaluation area will become involved in evaluation processes which logically belong to another area. There is on the one hand an element of confusion of who does what, and on the other hand an urgency to move ahead. We could very easily reflect the predicament of the person who had lost his objective, so he doubled his effort. No one person, or one group, or one agency, at one level, can possibly do the total job of evaluation. But in some way the efforts of all evaluation groups should be a part of the total effort. At the same time we must preserve the freedom of each group to make some judgment of its own responsibility.

As a concluding statement let me take as an example the evaluative responsibilities of State Advisory Councils. At the moment, there are no definite statements about the evaluation responsibilities of State Councils in measurable terms. Each Council must define its own role. Hopefully, the National Council will produce guidelines for the purpose of establishing some uniformity for the states to report to the National Council, but the state council must still define its own role.

The State Council in California is now struggling with this problem. I am sure that there are unique evaluation tasks that State Councils can perform that will not be performed normally by any other group in the state. Such tasks should represent the major evaluation efforts of the State Council. Tasks of secondary importance to the State Council could well be major tasks of evaluation at other levels. Although State Councils should have evaluation information generated at other levels, it should not attempt to duplicate the evaluation task—the Council may, of course, comment about such evaluation tasks.

In summary, my key point is that the regeneration of action in evaluation of vocational education will suffer to a large extent until we have a reasonable delineation of evaluation responsibilities, hopefully in measurable terms.

*Abstract of the Presentation,
Improving Vocational Education Evaluation
by Robert E. Norton*

Both the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968 provide for, and in fact require, that vocational education programs be evaluated. The Declaration of Purpose states in part that funds are authorized to ". . . improve existing programs of vocational education . . ." and that persons

of all ages ". . . will have ready access to vocational training or retraining which is of high quality."

Before existing programs can be "improved" and before access to programs of "high quality" can be insured, adequate systems and techniques of evaluation must be developed and put into operation. The use of quick and often highly subjective devices for appraising the quantity and quality of vocational programs will not suffice. Educators are recognizing the importance and complexity of the evaluation process, but have not yet taken the necessary steps to fully develop and operationalize effective evaluation programs.

Evaluation has many meanings and connotations to most people, and vocational educators are no exception. Very commonly evaluation is used to refer to the assessment of individuals rather than programs. To avoid misunderstanding, the author wishes to make it clear at the outset that in this paper evaluation is used to refer only to program evaluation. It is also viewed as a process which seeks program improvement and modification rather than program condemnation.

Further clarification may be obtained by offering the following formal definition of program evaluation:

Program evaluation is the continuous process of collecting valid and reliable data for the purpose of comparing program outcomes with program objectives. The process is conducted to provide useful information for making sound education decisions. Educational decisions refer to making a choice among alternatives for action in response to educational needs and limited resources.

Scope and Objectives of Vocational Education and Their Relationship to Evaluation

The Vocational Education Amendments of 1968 also contain a congressional mandate for vocational education to redirect, expand, and broaden its scope and objectives. National objectives are stated in terms of target groups and target areas to be served and special priorities to be emphasized. The scope of the vocational education enterprise embraces a variety of programs, populations, and services. These programs and services are to be based on the needs, interests, and abilities of people as individuals, instead of merely providing for the training needs of certain occupational categories. The programs are to provide appropriate preparation for persons of all ages which will enable them to enter and make satisfactory advances in employment.

The relationship of program objectives to evaluation has already been suggested by our definition of program evaluation. Specifically stated program objectives, which are really the anticipated or expected outcomes, provide us with a basis for comparison with the product or actual outcomes.

Another point on which unanimous agreement is easy to obtain is on the general inadequacy of current program objectives. Objectives at the state and local level, if available at all, are usually rather general and vaguely stated. They usually avoid attending to the specifics of individual programs and are not stated in measurable terms. Under these conditions, programs and services are not easily subjected to either valid or objective assessment.

The importance of clearly specified objectives based on national, state, and local goals is widely accepted. Much work needs to be done in this area, however, as most educators are neither trained nor experienced in writing measurable objectives. The writer personally experienced difficulty in getting vocational teachers who were participating in a try-out of the Michigan developed local evaluation system to prepare anything close to measurable objectives. In-service training programs are going to be needed before most vocational teachers or state staff personnel will be capable of developing explicitly stated objectives.

The work of Starr and associates, at the Ohio Center on the development of state

level program objectives and goal statements, is especially noteworthy. They have developed and are now testing a set of quantitative statements for each of four broad program objectives. These statements are designed to permit objective measurement of the extent to which: (a) target populations are being served, (b) local schools assure program quality, (c) programs are accessible to needy students, and (d) state agencies use follow-up and other data in their planning. Once a state has assessed its starting position with relation to each goal and objective, it can set realistic targets for improvement and later evaluate their accomplishment objectively.

Work is also underway on the establishment of written behavioral objectives at the local level. Massachusetts, for example, is undertaking the development of a file of behavioral objectives for each program and the development of a test file for each objective. Some books on writing behavioral objectives have also been published in the last few years. If we are to compare program outcomes with program objectives as our definition of program evaluation calls for, then we must establish such objectives in a measurable format *before* we are really ready to evaluate.

Administrative Procedures Effective in Implementing a Viable Evaluation Program

Each agency, whether local or state-wide in scope, will need to develop its own administrative pattern of operation based on variables pertinent to the particular organization. However, several administrative procedures appear important in developing and implementing any effective evaluation program.

There must be consent and a strong commitment to the evaluation effort by the program administrators. This commitment must be reflected in several ways. Sufficient resources with which to do an effective job must be made available. Personnel must be assigned, allotted adequate time, and given the authority and responsibility to carry out the evaluation.

The administration should assist in developing and maintaining a cooperative and positive attitude on the part of everyone involved in the evaluation effort. Perhaps most important is giving the evaluation program status, so that it will be considered a regular and continuing aspect of the educational system. Implementing changes and improvements suggested by the evaluation is one effective way of giving the effort status.

To be effective evaluation must insure the involvement of those who are to be affected by and responsible for implementing any changes that result from it.

Suggestions for Improvement of Evaluation

In concluding, a few general suggestions for improving vocational education evaluations seem in order.

First, it is urgent that state departments and local school systems begin to plan carefully for the collection of data needed to evaluate existing programs and plan new ones. Even though some of the methods and procedures now available may later prove to be ineffective, an evaluation system should be established as soon as possible in every school and state in the nation. Valid and objective data on which to base program changes is needed by the decision-makers, and it is needed now.

Second, it is equally urgent that persons at all levels seek to improve presently available evaluative techniques as well as to develop new and better ones. Some developmental work has been done and considerable is now underway, but much more research and testing is needed. One of the most promising techniques, cost-benefit analysis, needs further development and testing. Cost-benefit analysis currently has great theoretical potential, but unfortunately lacks sufficient operational utility for widespread use.

Third, evaluation efforts need to be coordinated so as to avoid unnecessary duplication. For instance, are the state advisory councils, the state departments of

education, and the local schools going to conduct separate follow-ups of the same former students? We would certainly hope not, for the students' sake. Unnecessary duplication of data gathering by the different agencies is both costly and inefficient. To avoid it, close coordination and communication among the agencies involved will be necessary.

Fourth, the implications of the 1968 amendments for evaluation are many and complex, requiring that we learn and implement those procedures and techniques which will most efficiently aid the decision-making process for the attainment of local, state, and national objectives. Can we realistically expect present or future vocational educators to become competent in evaluation without any training? There must be training in such areas as study design, development of objectives, development and use of appropriate instruments, and in organizing, interpreting, and disseminating the data collected. Teacher educators will have to prepare a new breed of vocational educator who has competencies in the area of evaluation. Institutes such as the ones held last August and other types of in-service training are also necessary to prepare personnel for the job to be done.

Fifth, and finally, the challenge is up to us! We must evaluate our own programs or others will do it for us. If vocational educators fail to supply data and information about their own programs using appropriate criteria and methodology, then they will have no recourse but to accept not only the data collected by others, but also the value judgments reached by them.

References

Byram, Harold M. "Multi-State Try-Out and Demonstration Program to Determine the Generalizability of an Evaluation System for Local Programs of Vocational and Technical Education," Project No. 7-0968.

Public Law 88-210, U.S. Congress, 1963.

Public Law 90-576, U.S. Congress, 1968.

Starr, Harold. *A System for State Evaluation of Vocational Education*. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, August 1969, 41 pp.

SPECIAL AND RELATED PROGRAMS DEPARTMENT

Proceedings Recorder:

Charles Payne

*Supervisor of Vocational Education
Birmingham, Alabama, Public Schools*

Dr. Herbert D. Brum holds a Ph.D. from Ohio State University and presently is the Assistant Director of Vocational Education, Special Needs Career Orientation Programs of Ohio State Department of Education.

**School Supervised Work Experience and
Career Exploration Programs for Dropout Prone
Fourteen and Fifteen Year Olds.**

Due to the massive numbers of early teenaged youth who have lost faith in the usual abstract kinds of educational programs, there are many youths who are dropout prone. Since a job is the mark of self-worth and adulthood in our society, these youths need a program to help them build careers, secure jobs, and become a meaningful part of our society.

The school work experience and career exploration program for fourteen and fifteen year olds incorporate school and work, so that there is total integration of the educational program around career and job goals, at the same time providing the students an opportunity to be productive as workers on a part-time basis. This WECEP program promotes education with a purpose, for education becomes a tool to prepare youth for life, jobs, and careers. It becomes real and relevant to the student, with an immediate "pay-off" in terms of wages and improved self-concept.

The school work experience and career exploration program has two primary facets. These are the related job, adjustment, and employability skill facets provided within the school; and the school supervised job placement, conducted in cooperation with business and industry. A teacher-coordinator directs the total program, handles the related instruction, supervises the students on the job, and visits the home.

The coordinator provides each student with the moral support, appreciation, and sincere concern of a mature adult. Thus enthusiasm for the program and a belief in the high potential of each student is vital to the success of the program. This installs that personal relationship and rapport back into our computerized large schools, promoting education more effectively.

The role of the teacher-coordinator in working with cooperating employers is vital. The on-the-job work supervisors become a part of the educational team, and work experience becomes a part of the total educational program. Effective school supervised work experience programs include intensive visitation of the employer, the home, and the student by the teacher-coordinator. Credits are given for on-the-job experience. Proper agreements between the school, employer, parents, and students are worked out to assure that their placement station is a learning-earning situation. Dr. Brum feels the ultimate success of this program hinges upon the teacher-coordinator, and his enthusiasm and dedication in helping to reorient and educationally motivate these youths.

Mrs. Lucille C. Pinkett holds a Master's Degree in Social Sciences from American University in Washington, D.C. She serves presently as an Assistant to the Chief of the Division of Youth Safety in the Office of Occupational Safety, Bureau of Labor Standards, United States Department of Labor. She has contributed to the development of standards for employment of minors fourteen and fifteen years old under the Fair Labor Standards Act.

**Title 29 Labor, Volume 34, Number 213 of the *Federal Register* Amendment to
Sub-part C, Concerning the Work Experience and Career Exploration Programs,
Announced by Labor Secretary George P. Shultz.**

Under the Federal-State cooperative program, fourteen and fifteen year old youths who are unable to profit from a regular academic curriculum may obtain school credit for both in-school instruction and on-the-job work experience. The program involves cooperation between the Labor Department and the education

departments of six states, with consultants being provided by the U.S. Office of Education. Published in the *Federal Register* on November 5, the modifications allow fourteen and fifteen year olds in approved programs to work up to twenty-eight hours a week when school is in session. Such youngsters may also work up to four hours a day, any portion of which may be during school hours.

The new regulations, effective until August 31, 1972, replace regulations limiting work for fourteen and fifteen year olds to three hours daily and eighteen hours weekly. The revised regulations also set criteria for approval of state cooperative programs. States participating in experimental programs will be expected to submit applications to the Labor Department's Bureau of Labor Standards for approval of their special work programs.

Eligible for the program are youngsters who local officials believe will benefit. Local programs will be guided by teacher-coordinators with specific supervisory and instructional responsibilities. Time to be devoted to job-related training and to regular subjects required by state standards for graduation will be detailed. Each teacher-coordinator per program unit may supervise a minimum of twelve and a maximum of twenty students.

Students may be employed in any occupation approved by the Bureau of Labor Standards, except mining, manufacturing, and work found to be hazardous for sixteen and seventeen year olds. Written training agreements signed by the student, his parents or guardian, and the employer, and approved by the teacher-coordinator are required for participation. The program is in line with the Vocational Education Act of 1965, which emphasizes the importance of career orientation for those teenagers unable to benefit from an academic curriculum.

Dr. William S. Parry is the president of Akron Welding and Spring Company in Ohio, Metro chairman of NABS, and president for the Akron Board of Education. He also serves on the Akron Labor and Management Council and is a licensed minister of the Missionary Church.

Young People—Concern of Vocational Educators

Dr. Parry remarked, in a most inspirational talk, that vocational educators "need to motivate young people to see a better tomorrow." He felt that vocational educators should fight for and challenge the minds of the youth, motivate and challenge their time and talent, and include the academically talented, mentally slow, retarded, rich and poor. He felt each and every boy and girl should be given the chance for his own particular interest or type of education. There should be provided more opportunities to young people to earn and learn.

Dr. Parry advocates work-study programs as a means to help young people. He related many success stories as a result of work-study programs. Dr. Parry felt, as the Secretary of Labor ten years ago, that adolescents should be given the opportunity for such work, and this in turn would reduce the country's juvenile delinquency.

In order to help these youths see a better tomorrow, it is felt that they need to be motivated so that they themselves can make the necessary changes in the future. He asked of the vocational educators "Don't belittle this educational system! Praise it to high heaven!" Honor and pride in our teachers and supervisors by the adults today will pass on to these young people so that they can see a "better tomorrow."

Vladimir G. Marinich holds an MA Degree from New York University. He presently is Education Manager of Computer Applications Incorporated. His duties include management, analyses of training requirements, and the design of customer training programs in computer-oriented fields. He has thirteen years of professional experience.

The History of the Development of the Computer; Computers and Education for the Disadvantaged.

With the advancement of technology, the computer moves ahead of our knowledge of its best utilization. These machines perform at phenomenal speeds. There are two approaches to the use of the computers. First, the computer industry itself constitutes a career for the disadvantaged. Mr. Marinich questioned a place for the disadvantaged in the computer industry. Second, he asks what are some of the uses to which the computer can be put to educate and assist the disadvantaged.

In the first stages of the development of the computer, a problem existed as to the domination of the computer field by people in the "hard sciences." Tradition developed to use those kinds of people with doctoral and scientific degrees—mathematicians, physicists, etc.

But presently it is realized more and more that computer operators have a skill that can be taught to people who do not have degrees, even from high school. They need a motivation, interest, and a program of education to teach the skill of computer operation, as well as the skill of a coder and a key punch operator.

Organizations now acknowledge the fact that many areas where a skill is needed can be developed not just by an "Einstein." The disadvantaged can develop these skills! The programs for computer training have been successful due to the industry being such a "glamorous" field which affects people with enthusiasm, due to computers being a part of the "new world," and due to the aspect of good pay. Mr. Marinich stated that the next generation of the computer will be even more fantastic than comprehensible!

Thomas P. Ryan received his MS Degree from the University of New York. His experiences include, among others, 11 years of classroom teaching, consultant to school systems and to the U.S. Office of Education, coordinator and supervisor of Language Arts at the Nova Schools in Florida, and experience with teachers in curriculum instruction and school organization.

The Computer as an Educational Tool.

There are various forms of instruction and various options open to the educational community for the use of the computer as an educational tool. Up until the present, there has been no pattern in the computer's development. There are stages of its development in education as follows: (a) The computer was used as a management device, such as taking care of business records in school offices. (b) Then came computer-assisted instruction programs which primarily benefited the disadvantaged. (c) Computer-managed instruction which was benefited from by the student and teacher, being the best means for individualized instruction.

The second major stage was the individualized instruction systems or the "manual systems" which uses the computer for piecemeal tasks, such as packaged learning materials put out by various companies. These require a team of teachers and flexible kinds of spaces. As a result of this computer-type thinking, there is the development of Management Information Systems, or data processing systems, which enables teachers to give individual instruction. Next, team teaching has abounded, using the various kinds of talents, interests, and backgrounds of a group of teachers working together. It is realized now that Stack Development is the key to the phase of operation to retrain teachers. We know that teacher training programs and processes are in need of revision in order to prepare them to meet the needs of the student.

Some of the existing programs that are using the computer are in the areas of training the disadvantaged; diagnosis and analysis; computer management, involving matching jobs to students; correctional institutions, such as the Draper

Project in Alabama; and education of the deaf, blind, and mentally retarded.

The basic problem of the computer in education is the communication between the specialists and technicians of the computer field and the educators, in order to get the full utilization of the computer program into the field of education.

SUPERVISION AND ADMINISTRATION DEPARTMENT

Proceedings Recorder:

Kenney E. Gray

Assistant to the Director

*The Ohio Center for Research and Leadership Development in
Vocational and Technical Education*

12/23

Two general meetings were held by the Supervision and Administration Department giving focus to the areas of comprehensive planning and differentiated staffing.

COMPREHENSIVE PLANNING

The topic of the program on comprehensive planning was "Comprehensive Planning—The Key to Successful Vocational Education Programs." The speakers were: Jack Michie, member, The National Advisory Council on Vocational Education; A. J. McNay, chairman, California Advisory Council on Vocational Education; E. D. Redding, chairman, Texas Advisory Council on Vocational Education; and Joseph W. Martorana, chairman, Massachusetts Advisory Council on Vocational Education.

A summary and synthesis of the four presentations and discussion period which followed can be described in terms of a rationale for planning and strategies for planning.

A Rationale for Planning

The need for planning can be brought into focus by reviewing some of the questions frequently asked which relate to programs of vocational education. These include the following: Shall emphasis be given to expansion and further development of programs in the comprehensive high school or area vocational school? What is the role of post-secondary institutions in the education of a trained work force? Should students be placed in an educational track? Should vocational education programs be geared to serving the neighborhood, community, county, or regional needs? What are the emerging occupations being ushered in by technology? At what grade level and how should vocational education be introduced? Should schools assume the responsibility of job placement for all students? What existing programs should be terminated due to changing priorities? Should cooperative training approaches be increased and laboratory training decreased? What will be the employment needs by occupational categories next year? in five years? in ten years? What percent of the job training funds should be invested in remedial programs and regular programs? Such a list is only the beginning of a much longer and pervasive list of questions which planning personnel in vocational education must answer.

On the positive side, there are numerous needs for comprehensive planning in vocational education. Some of these which came to surface in the meeting follow:

1. Change is occurring in our society at an unprecedented rate. Vocational educators must plan changes in its program or it will soon be outdated.
2. The dropout rate in schools is alarming (700,000 per year), and it may be that many leaving school before completion are "push-outs" who would have been kept in school if relevant vocational training had been available to them.
3. Efficient comprehensive planning can decrease the need for expensive remedial programs needed to correct the end result of inadequate programs.
4. Many agencies and organizations are engaged in vocational education programs which, without coordinated planning, will result in duplication of effort or poor assessment of needs.
5. Planning forces the identification of objectives to be served by a program. Without clearcut objectives, the societal current of the day, even though brief, may have undue influence on the program objectives.
6. Mobility rates are high and training begun in one community may be nonexistent in another.
7. The number of students being served in vocational education programs is

meager when compared with the need for trained employees.

8. Many students graduate from high school, do not elect to go to college, and enter the ranks of the unemployed.
9. Effective vocational education programs are conducive to economic development and individual self-fulfillment.

Strategies for Planning

Some general considerations which are cogent to any planning efforts are the recognition that educational planning is different in certain respects from planning in business or industry, where economic principles can be applied more purely. These differences may be described as follows:

1. Education is an item of consumption and a factor of production.
2. Education yields a high margin of indirect return because it is aimed at modifying people rather than things.
3. Education has a high differentiated cost and yield, i.e., training teachers, constructing buildings, buying text books, before a program can become operative.
4. Education is an integral part of a society and is difficult to measure.

The strategies for planning described in the presentation embraced the procedure for developing a state plan for vocational education spelled out in the Vocational Education Amendments of 1968. These are that planning must be an annual and three to five year projection of needs and programs. The plan must be up-dated annually, prepared in consultation with a state advisory council which utilized its most recent periodic evaluation, and must have been reviewed in a public hearing. It must also employ numerous other criteria and involve state and local manpower related agencies to assure the availability of a comprehensive program of vocational education.

The steps in comprehensive planning presented by the speakers varied in number and terminology. However, the amplification of those steps embraced Planning Programming and Budgets Systems (PPBS). This strategy summarized by McGivney and Nelson indicates PPBS attempts:

1. To make the decision making process explicit.
2. To assure the decision maker a choice of valid comparable alternatives.
3. To express the ingredients for decisions in concrete quantifiable terms, and when they cannot be quantified, it attempts to be explicit about the incommensurables.
4. To build in a dimension over time that tries to see today's decisions in terms of their longer term consequences.
5. To take account of all costs inherent in decisions.
6. To institutionalize change by providing continuing analysis of goals and objectives and programs.
7. To relate the wealth of data available on almost any subject or issue in a way that is useful to decision makers.*

Implications for Planning Programs of Vocational Education

1. Vocational education planners should assess the changes occurring in society and decide which changes should have the greatest influence in shaping programs of vocational education.
2. Vocational education planners should plan change; it should not be spontaneous and unanticipated. Efficient, progressive change is essential to the

*Joseph H. McGivney and William C. Nelson. *Program, Planning, Budgeting Systems for Educators, Volume I: An Instructional Outline*. Columbus: The Ohio State University, The Center for Vocational and Technical Education, 1969, p. 33.

development and improvement of an effective program of vocational education.

3. Planners of public school vocational education should involve all public and private organizations, agencies, and groups engaged in programs of vocational education.
4. Planning in the development of public school vocational education programs should involve all channels of the public, including the potential clientele, employers, and citizens from all occupational categories.
5. Planners of public school vocational education programs *must* involve the public including an advisory council whether at the local, state, or national level as required by the Vocational Education Amendment of 1968.
6. Planning personnel should employ new avenues of teacher-pupil interface.
7. Planners of vocational education programs should investigate the training techniques of the military which often accomplishes training in less time than that required in the non-military setting.
8. Planners should consider the use of Planning, Programming, and Budgeting Systems (PPBS) in arriving at a meaningful planning strategy.

DIFFERENTIATED STAFFING

The topic of the program on differentiated staffing was "Professional Resources Development—Modern Management Approaches to Differentiated Staffing." The speakers were: David Allen, Bureau of Industrial Education, University of California at Los Angeles; Joseph P. Arnold, The Center for Vocational and Technical Education, The Ohio State University; J. Eugene Bottoms, Division of Vocational Education, Georgia Department of Education; and Michael Russo, Planning and Evaluation Branch, United States Office of Education. Following are abstracts of the presentations:

Modern Management Approaches to Differentiated Staffing—by David Allen

There are a number of modern management approaches that can be used in differentiated staffing in vocational education programs. To become cognizant of the management approaches that are applicable and those approaches that should be avoided, one must first become familiar with current practices. Both management and the schools have concepts, goals, and internal and external factors that are unique to each and that influence their philosophy of staffing, as well as staffing practices. Thus, my presentation is concerned with (a) a review of current practices of differentiated staffing in both management and schools, (b) a delineation of appropriate management staffing techniques, and (c) suggested elements for the differentiated staffing of vocational education.

Some current management practices follow:

1. *Project teams* are temporary work groups working as a team and concerned with the completion of a project. This approach permits an industry to focus its efforts on a variety of activities utilizing its staff in areas of their best abilities. This concept is found in team teaching; however, the team does not always consist of teachers having the best abilities for a specific instructional function.
2. *Management systems* utilize an improvement over the old production planning technique. Through systems engineering, management is oriented toward blending sub-goals and the overall goals of a company's effort. Rather than the traditional organization structure that describes the functional areas within a company, management systems are related to the product-mission concept, and this becomes the base for management activities.

3. *Management by objectives* is concerned with establishing goals and objectives and determining alternate ways in attaining the goals and objectives. Each alternative way is related to cost-benefit analysis and through analysis of alternatives one is selected to achieve the objective.
4. The old concept of *span of control* being between five to seven individuals is being replaced with the concept of flexibility of numbers of individuals under the span of control. The span of control may contain any number depending on the ease of communication between management and those managed, similarities of tasks performed, and the difficulty or complexity of the tasks.
5. *Short-term consultants* are used in attempting to obtain objective outside assistance similar to the use of specialists in education.
6. *Electronic monitoring* is tied into the systems approach and is related to the management of information flow so that meaningful information can be obtained for the making of managerial decisions. When electronic monitoring is in use, every supervisor receives time and motion information by it through CPM, Line of Balance, PERT, FIRM, etc. The supervisor reviews how units of production are meeting objectives, and he must discriminate between computer reports and the reason for discrepancies for not meeting set objectives. Inability to make this discrimination will prevent the reaching of valid decisions.

In reviewing current practices in differentiated staffing in schools, 198 programs in 45 states were analyzed. There were 135 (68%) elementary schools and 63 (32%) secondary schools that made up the 198 programs.

Differentiated staffing in schools includes the use of both personnel and instructional methods. The programs analyzed had various combinations of auxiliary staffing. These consisted of aides (entering or lowest level), assistants, and associates (highest level requiring least supervision). Specialists with particular skills, i.e., physical therapists for a specific group of handicapped students, and lay personnel brought in from the community as either auxiliary personnel or advisors, were utilized. Teachers, including master teachers or a team leader in charge of other teachers and/or auxiliary staff, are part of present differentiated staffing structures.

Non-graded schools that permit movement in accordance with individual ability and flexible scheduling that eliminates rigid assignments of total number of hours for class attendance have been coupled with the new staffing patterns. In addition, television, video taping, team teaching, and multi-media, including teaching machines and computer assisted instruction, are being integrated in new curriculum developments specifically designed to assist students to learn under a variety of instructional staffing patterns.

Both management and vocational education have their own major goals that are not the same and, therefore, compatibility of approaches between the two is limited. Some of the factors that can be accepted by schools and management are: achieving goals through identified objectives, attaining results through people, maintaining interpersonal relationships. Whereas, some of the factors that should not be accepted are: establishing the same standard for producing a product within a specified tolerance rather than being concerned with individual differences in students, planning for profit rather than educational achievement, creating planned obsolescence rather than developing a base for continued growth.

There are nine items that should be considered in planning for differentiated staffing within a school:

1. Development of instructional program objectives must be in relationship between program goals and the instructional system that will assist in achieving the instructional objectives.

2. Identification of students to be served and their particular learning needs which, in turn, may modify the instructional objectives.
3. Identification of the auxiliary services required. The types of assistants should assist each student to reach his learning potential.
4. Utilization of a selected operational pattern/s approach in providing instruction should apply a systems approach that identifies the basic steps of instruction and fits them into a pattern that permits a smooth flow of instructional activities.
5. Identification of each staff member's role should be developed through job descriptions, and each auxiliary staff member must identify his role and see how it relates to the role of each of the other auxiliary staff members.
6. Identification of the differentiated staffing activities with the other staffing activities in the total school structure must be established.
7. Evaluation must be both continuous and terminal and should have the characteristics that permit modifications that are relevant towards strengthening areas of weakness.
8. Consideration to cost-benefit analysis must be considered prior to initiating a differentiated staffing system. Regardless of the possible benefits of differentiated staffing, it may be economically unsound to use the system due to fiscal considerations in a particular school.
9. Participation in staff training programs is essential and should be required of each person connected with differentiated staffing. The in-service activities must assist each person in having a clear understanding of each member's role.

Implications of Differentiated Staffing for Administration of Vocational-Technical Education Programs—by Joseph P. Arnold

The purpose of this paper is to delineate and discuss possible implications of differentiated staffing (DS) for administrators of vocational and technical education, based on a pattern under development by this writer at The Center for Vocational and Technical Education, The Ohio State University. The Center DS effort is to develop, research, and pilot a DS pattern based on a hierarchical classification of teaching tasks. Implementation is expected to provide improved instructional effectiveness through better utilization of scarce teaching and paraprofessional resources. Five levels of teachers and aides, ranging from master teacher through clerical-maintenance aide, are proposed for research, refinement, and trial.

Administrative problems in implementing and operating DS are myriad. Those viewed as most crucial (at this point based largely on conjecture) are:

1. Establishing lines of responsibility for and administering the evaluation of teacher performance as a basis for promotion of teachers is likely to be a most critical administrative problem. Teacher performance evaluation will be more completely in the hands of the teachers themselves under the proposed DS arrangement than under traditional staffing.
2. Teachers' organizations will have to be sold on the desirability of DS, especially for its compatibility with individual professional and organizational goals.
3. Administrative and teaching staff must have continuous input and involvement with the DS plan, starting at the time of its inception.
4. Effective organization and coordination of the DS plan will be a primary responsibility of the administration.
5. In-service training of instructional and support staff will become a greater concern of and will require commensurately increased administrative time

and effort. Reorganizing existing staff into the DS pattern may be a major problem.

6. A systems approach to curriculum planning and evaluation would seem necessary under DS to properly utilize an increased provision for staff input into curriculum development.
7. Justifying the cost effectiveness of DS to state boards and local taxpayers may need considerable attention, especially for new and low enrollment programs.
8. Since the master teacher will probably be performing some administrative tasks, the roles of lower level administrators particularly may need adjustment.
9. Scheduling of students, faculty and facilities will be more complex under DS.
10. Traditional record keeping practices may need revision, especially in relation to student grading.
11. The present nearly complete autonomy of individual instructors over their classrooms and laboratories will be lessened due to increased flexibility in scheduling classes, teachers, and students.

Professional Resource Development—Modern Management Approaches to Differentiated Staffing in Vocational Education—by J. Eugene Bottoms

A much discussed area of concern in vocational and technical education revolves around staff and, more explicitly, the vocational teacher. The concerns regarding staff have many dimensions. They include:

1. The selection and recruitment of competent individuals who are or can become effective teachers
2. The preparation of pre-service and in-service teachers with both pedagogical and occupational competencies
3. The retention of outstanding teachers
4. The establishment of a climate conducive to continuous professional growth and innovation in seeking better ways to meet the educational needs of youth and adults
5. The establishment of a reward system for the aggressive, alert, and proven teacher
6. The scheduling and assignment of staff so that optimum use can be made of their competencies and of other resources for the maximum number of youth and adults
7. The establishment of a more specific and purposeful relationship between teacher education courses and classroom teaching, rather than leaving it to the teacher to transfer theory into operation.

These are but a few of the many concerns regarding the vocational education staff.

Differentiated staffing can be defined as a plan for recruitment, preparation, induction, and continuous education of staff personnel for the schools that would bring a much broader range of manpower to education than is now available. The definition implies that under a differentiated staffing arrangement, education personnel would be selected, educated, and employed in ways that would make optimum use of interests, abilities, commitment in maximizing educational opportunities for youth, and would afford to the teacher greater autonomy in determining his or her own professional development (Georgia's Commission on Teacher Education and Professional Standards, 1969).

Those who have discussed the merits of differentiated staffing cite several advantages. Among the most commonly mentioned ones are Allen, 1969; Allen and Wagschal, 1968; and Rand and English, 1968.

First, differentiated staffing would aid in attracting and retaining more outstanding persons in teaching by creating a career ladder with opportunities beyond the present narrow choice of teaching and administration.

Second, differentiated staffing would help to improve the initial and continued preparation of teachers. It would provide a more effective link with colleges which educate teachers because both pre-service and in-service education could be directed toward specific competencies at a particular level.

Third, differentiated staffing would contribute to the creation of a climate of continued growth on the part of teachers and one of continued involvement and activity to improve the quality of education provided youth.

Fourth, differentiated staffing provides a means for better utilization of teacher time and talent. It is argued that the present teacher structure fails to take into consideration the teacher's unique experiences or abilities, while differentiated staffing will allow for greater specializations of teacher talent according to the functional needs of an instructional program. In addition, it would provide teachers with assistance to improve their competencies.

Fifth, it is argued that differentiated staffing would result in an improved quality of education received by students through individualized instruction and educational decision making and problem solving between pupil and teacher.

Any attempt at implementation of a differentiated staffing concept should provide for a high degree of staff participation in its development. They should be included in defining the different levels of responsibilities, and competencies that must go with these responsibilities, as well as criteria for judging whether or not an individual has the appropriate competencies for a given level.

Differentiated staffing offers sufficient potential to vocational education that steps should be taken by those concerned with staff utilization in vocational education to establish pilot programs to determine its merit.

REFERENCES

Allen, Dwight W. "A Differentiated Staff: Putting Teacher Talent To Work." *Kentucky School Journal*, 21-23; February 1969.

Allen, Dwight W., and Wagschal, Peter. "Differentiated Staffing Vocational-Technical Education." *Second Annual National Vocational-Technical Teacher Education Seminar Proceedings*. The Center for Vocational and Technical Education: The Ohio State University, October 1968. pp. 41-87.

Georgia Commission on Teacher Education and Professional Standards. "A Statement of the Concept of New Staffing Patterns." Georgia Education Association: Atlanta, Georgia, November 1969.

Rand, John, and English, Fenwick. "Towards a Differentiated Teaching Staff." *Phi Delta Kappan* 49: 264-268; January 1968.

Professional Resources Development—Modern Management Approaches to Differentiated Staffing—by Michael Russo

It is increasingly realized that the traditional programs of vocational education, dealing with training in specific skills, often do not comply with the instructional needs of individual students, nor provide occupational versatility essential for change of occupations in modern times.

Coupled with this are the varied needs of individual students; differences in competency of teachers; emergence of new materials, machines, and equipment which compel vocational educators to respond to new technological and social needs. The practical problems of population explosion in cities, shortage of teachers, ever-changing modern technologies, fewer low-skill jobs demand a new emphasis on the implementation of techniques of vocational education.

A new method has been termed differentiated staffing. The philosophy behind this is that as teachers in a team begin to know every child and his needs; they provide better ways of work designed for an individual child. Hence, the need for large group activities and small group activities that have possibilities for the growth of an individual child to the stage when he can become a useful citizen by participating in occupations of his choice.

Team teaching can exist in many forms. Thus, the organizational problems of team teaching entail, at the very outset, the determination to what extent teaching should be unitary and to what extent varied—not an easy task. The teaching staff which might be utilized could be as follows:

Senior Teacher: An experienced, well-regarded teacher with specialized competence in a particular area. This could be a terminal role leading to the position of team leader.

Teacher: Competent teachers with broad, general training; or teachers with relatively little experience, both types constituting a terminal role in the growth of their career as well as the program.

Intern: A trainee doing full-time supervised teaching. His work is generally directed by a senior teacher.

Teacher Aide: This person does not qualify as a teacher but can supervise or work with pupils in non-instructional functions, e.g. supervise bus arrival and departure, recess and lunch periods; operate mechanical aides to instruction; do housekeeping tasks; correct objective tests.

Clerical Aide: The person without professional preparation assists with the team work, on technical aspects of team operation, typing, duplicating, and filing.

Carrying out this role will include a variety of problems, some of which are as follows: problems of study and planning, community interest, supervisory services, effective staff utilization, quality of instruction, financial support, problems of accreditation, scheduling, and pupil grouping.

TEACHER EDUCATION DEPARTMENT

Proceedings Recorder:
Nancy Graham
Assistant Professor of Home Economics
University of Arizona

42193

During the planning meeting of the Department of Teacher Education the following critical needs were identified:

- Adequate funding to carry out the function of teacher education
- Parallel funding of teacher education programs when new or innovative programs are funded
- The expansion of co-operative work experience programs
- Data on the long-term projections for teacher preparation
- A systems approach for teacher education
- A means for developing communications within and between divisions so that experiences and ideas may be shared
- The identification of an overall plan for Teacher Education with continued *firm* funding provided
- Funds for inservice and the updating of teachers
- Renewed emphasis on recruitment.

It will be the purpose of the Department of Teacher Education to concentrate on identifying specific problems in teacher education and in developing realistic solutions to those problems so that appropriate action may be taken.

December 8, 1969

PERSONNEL DEVELOPMENT IN VOCATIONAL EDUCATION

By Don Davies

Associate Commissioner for Educational Personnel Development, USOE

I have it on good authority that "accountability" will soon replace "relevance" as the "in" word among educators. I hope this is a realistic tip for two reasons. First, along with you who are engaged in vocational-technical education and who have, of course, been dealing in relevance for many years, I am a bit weary of the irrelevant manner in which the term has been applied recently. Second, and more important, "accountability," I hope, will be more than an "in" word, a current fashion in semantics. I see it as an "in" *concept* that comes to grips with a notion too many school-men have for too long rejected—the notion that schools and colleges should shoulder the responsibility for the learning successes and failures of their pupils.

This concept of accountability calls for a revamping of much of our thinking about the roles of educational personnel and educational institutions of all kinds and at all levels. It links student performance with teacher performance. It implies precise educational goals. It forecasts the measurement of achievement. It means, in effect, that schools and colleges—including vocational-technical institutes—will be judged by how they perform, not by what they promise. It means that we are moving in a direction we have been contemplating for a long time—shifting primary learning responsibility from the student to the school. It also means that a lot of people are going to be shaken up.

Now the word accountability can be interpreted in several ways. For instance, there *is* such a thing as accountability to taxpayers. Contrary to our American oversimplification, our free public schools are not free. They are paid for with taxes and the taxpayers have a right to know what they are getting for their money. And there *is* such a thing as accountability to the Congress and to state and local legislative bodies. They are responsible for appropriating funds for educational programs and they have a right to know how productive these programs have been.

I have no objection to making the schools accountable to taxpayers or legislators. But I am talking about another type of accountability, the kind that holds teachers and aides and principals and superintendents and school board members accountable for the educational achievements of all of their clients—those who come to school well prepared to share in its benefits as well as those who have nothing in

their backgrounds that would equip them for a successful learning experience.

I said a few moments ago that the concept of accountability implies precise educational goals. Let us look at the primary goal: to create a society that is free and open and compassionate, that is non-racist, that is multicultural, and that is productive.

To achieve that kind of society, we somehow have to learn to create an educational system that is free and open and compassionate, non-racist, and productive.

That kind of educational system requires one basic thing—changing people. That means changing ourselves and all of the people who have anything to do with running and serving the schools—teachers, aides, parents, counselors, superintendents, and school board members.

It means changing the institutions which control education—the colleges and universities, state departments of education, local education agencies, the federal agencies responsible for developing education programs—by changing the concepts and attitudes of the people who control them. We need people and institutions capable of continuous change, continuous renewal, and continuous responsiveness to the needs of a variety of children from a variety of backgrounds and with a variety of hangups as well as a variety of talents.

As I have said many times in the past, it means we need to abandon the kind of academic snobbism that says the skills necessary for writing a critical essay or dissecting a frog are to be prized above the skills required to run a lathe or read a blueprint. We need an educational system that rewards a wide variety of skills and talents. This means educators must change their own values sufficiently to operate under such an assumption.

The Federal Government has for several years now put a great deal of money and effort into compensatory programs designed to equalize educational opportunity for children from low-income families. I am referring especially to programs under the Elementary and Secondary Education Act. We have tried to increase the expertise of teachers under provisions of both the National Defense Education Act and the Higher Education Act. Add to these the efforts to tackle adult illiteracy; to upgrade vocational education; to finance the purchase of equipment; and to provide for the construction of libraries, laboratories, and other facilities. None has been as effective as we had hoped they would be in equalizing or individualizing or humanizing instruction.

The Education Professions Development Act is an acknowledgement that we put the cart before the horse. The Act says, in effect, that none of the new education measures, no matter how meticulously designed, no matter how noble in intent, no matter how expensively financed, can be effective without people prepared to make them effective. It says that the only way we can bring about change in education is by bringing about change in the people who control and operate the schools and colleges.

Such a drastic change in concept is bound to arouse anxiety and fear in the people and institutions embarking upon such change. That is what I meant when I said that a lot of people are going to be shaken up. I would like to go into that further in a moment. But in the meantime, a look at some of the problems we face is in order.

As we move in new directions, it is clear that teaching is becoming a more demanding and more sophisticated profession than it has been in the past. In our search for ways to meet the goals we have set for ourselves, we are faced with more questions than answers. Teachers and all school personnel are involved in the search for answers to critical questions such as these:

How do we move from a mass approach to teaching and learning to a highly individualized approach?

- How do we go about the "simple" task of treating each child as an individual human being?
- How do we succeed with those youngsters who have never experienced success?
- How do we substitute a vigorous, enjoyable classroom atmosphere for one that has too often been marked by competition, pain, fear, and failure?
- And last, how do we build into ourselves the capacity for continuing self-renewal, for meeting increasing demands, for adapting to new roles?

We do not know the answers to all of these questions. But we do know that if we are to find the answers, new techniques, new skills, new attitudes, a whole new concept of teaching and learning is, in fact, called for. No individual teacher in a self-contained classroom can put into practice all of the changes inherent in the goals to which we aspire.

We also know that we will not find the answers by looking at curriculum changes, relying on technology, or by simply allocating more money to the schools. We will find them by taking a hard look at a variety of people who can be trained to augment the work of the teacher, leaving the teacher free to teach. We will find them by looking at arrangements that make for more effective staff utilization. We will find them through cooperative efforts that link the schools that employ educational personnel with the institutions that train them.

The recent special report of the National Advisory Council on Vocational Education suggests that, unless we find the answers to these questions as they relate to vocational-technical education, an entirely different kind of career training program may emerge in this country. What, then, can and should be done about vocational-technical education professions development?

Specifically, under part F of the Education Professions Development Act, two new programs for training and development are available: a graduate fellowship program and an in-service training program which includes an exchange of personnel with industry.

In addition, the act can serve as a catalyst for other kinds of vocational-technical personnel development activities. Let me share with you some of the strategies Bill Loomis and his staff in the Bureau are advocating as they strive to administer part F of EPDA:

First, planning. Up to now we have been in the impossible position of trying to meet our personnel needs without either knowing what those needs were or having a long-range plan for meeting them. We now know we're going to have to double our vocational education teaching force over the next five years just to stay even with increasing enrollments. Each state should develop a master plan for vocational-technical personnel development, and such plans should be drafted by a partnership of appropriate institutions of higher education, local school districts, and the state agency.

Second, pre-service and in-service training. The need to maintain up-to-date knowledge and skills is perhaps even more essential to the vocational-technical educator than to any other. Such "relevance" is essential to the kind of accountability I discussed earlier. We must develop widespread in-service training programs, and these should be linked with pre-service training activities. We must further develop the capabilities of our colleges and universities in this long ignored area of education professions development, and we must involve industry to a far greater extent than ever before—both in the planning and implementation of training programs and in cooperative exchange activities.

Third, recruitment. New approaches to staff recruitment for vocational-technical education must be explored. Programs that provide realistic career opportunities

must be developed. New sources of personnel must be tapped.

One of the most promising models for accomplishing many of these objectives is the new Career Opportunities Program (COP). Planning and development has been going on for some time, and the program will be launched early next spring, with approximately 130 projects throughout the country.

COP has to do with attracting bright, ambitious, and deeply concerned people from low-income communities into the schools as teacher aides or technicians. Now this is not a new idea, but COP encourages all of the institutions which control opportunity in education to take a fresh look at these people and place a new value on them. It requires that they be viewed as individuals who may, with a combination of in-service work experience in the school and academic courses in the college, develop from aides to assistant teachers, to interns, and eventually to fully certified members of the education professions.

COP is designed not only to open education's gates to persons from low-income areas, but it aims to enhance the careers of overburdened experienced teachers by providing them with much-needed assistance and support. One major goal of COP is to put the teacher in a position to reorder his time, reduce the number of children who require his personal attention, and concentrate on his real job—diagnosing and prescribing for the learning processes. It is our belief at the Office of Education that the teacher can be placed in that position if the talents of community people are tapped—if we court people able to serve a variety of functions, starting with simple supportive tasks and eventually sharing in more sophisticated responsibilities.

The reason I have great hopes for the success of COP, and the reason I dwell upon it here, is that the whole concept is one of partnership—something that until now has been alien to all of the parties involved. New alliances and new working arrangements were required before sites could be funded for COP projects. Local education agencies, for example, had to involve their staffs in developing the work experience aspect of the project. Training institutions had to provide appropriate academic training. State departments of education had to participate so that necessary modifications in certification requirements could be made. The community had to provide committed and talented persons who are stimulated by the prospect of interaction with children, by the opportunity for college experience, and by the anticipation of an open-end career.

Most important of all to you people here, I think, is the radical departure from traditional training programs COP imposes. It gives major responsibility to local school districts and their staffs instead of to colleges and universities. It provides power for the school system to buy from teacher training institutions the packages and programs deemed significant and essential and to reject others. This approach reflects a change that affects not only those being trained but the trainers as well.

Let me hasten to add that the Office of Education is not preaching the demise of teacher training institutions. We are, instead, suggesting that they strengthen their positions and their programs by venturing out from under the protective ivy to explore new domains, new relationships, and new alliances. We are further suggesting that school districts draw upon the expertise of their own experienced teachers and put it to work in training new people. It is not too far fetched to think that this kind of arrangement can yield a rich body of information that would be of tremendous value if plowed back into the college curriculum. I would hope to see this kind of activity develop. And I would hope it would precipitate a thorough examination by teacher training institutions of their courses, their methods, and their relationships with the consumers of their products. Such an examination is long overdue.

I would also go a step further and suggest that teacher training institutions take a close look at what they mean by "training." A recent study conducted by the

American Association of Colleges of Teacher Education and Ball State University with an Office of Education grant delves into this subject expertly and in great depth. Out of that study came a paperback book which some of you may have seen. It is called "Teachers for the Real World."

The burden of the book, especially as it relates to colleges and universities, is that there must be two major shifts in the field of teacher education: (a) A far more orderly and systematic procedure must be created for the preparation of the teacher in relation to the tasks of teaching. (b) This can best be accomplished by adopting procedures which are clinically and case-study oriented. In short, the study calls for an end to courses dominated by lectures, discussion, experiences, and a movement toward clinical training.

The study also challenges colleges and universities to develop a systematic body of information, including audio-visual material, that will help prospective teachers analyze their behavior, clarify concepts, and interpret situations.

The whole idea, of course, is also guaranteed to shake up a number of people. Just the word "training" is enough to do it, for educators have long considered that word inapplicable to them and it offends their sensitivities. However, all that we know about training in other occupations would indicate that there is room for some second thoughts on this subject. Surgeons are trained and so are airplane pilots, and because they are trained, they can perform their duties with relaxed control and respond to new situations constructively. What the study says is that there is no difference between training a surgeon and pilot and training a teacher. It requires practice under controlled conditions.

These are the types of changes which are in the wind and about which we are doing a lot of thinking and planning. The U.S. Office of Education will be taking a national leadership role in stimulating the kinds of changes I have been discussing. This is in accordance with Commissioner Allen's recent statement pledging that the Office of Education will advocate needed reform and improvement in meeting education's problems and needs.

What this means for teacher training—and indeed training of all kinds of educational personnel—is that federal programs for meeting educational manpower needs under the Education Professions Development Act will be funded only if they can be evaluated on the basis of performance. The essential element in evaluation will no longer be the means by which educational personnel are trained, but the effectiveness of the learning that takes place as a result of that training. In line with this policy, we have established priorities that represent a transition from former training activities that were popular under the National Defense Education Act and other legislation to activities consistent with the goals of the Education Professions Development Act.

Previous EPDA programs—those inherited from earlier legislation—had little concern for the target population of children to be served by the personnel being trained. Our new priorities put the child first. The programs have a very heavy, but not exclusive, emphasis on the preparation of personnel to work more effectively with disadvantaged and handicapped children. And all EPDA programs are oriented toward the elimination of race, family income, and physical and mental handicaps as deterrents to equal opportunity.

Why the emphasis on personnel to work with the disadvantaged? Admittedly, for the majority of the population our school system has been productive, but for a substantial portion it has failed and continues to fail. Leaving aside the moral issue completely, experience proves that every citizen pays a price in money, in uncertainty, in fear, in social problems for the school failures, for the dropouts, for the undereducated.

It has been estimated, for example, that every dropout costs the nation about \$1000 a year while he is unemployed. Add to that the cost of crime and penal institutions, the price to the country of high military rejection rates, the cost of welfare, and the many other services required to support persons who either reject or are rejected by society—and you will see why we are forced, as Commissioner Allen has said, "to move or to face disaster."

We are also making a transition from programs which were remedial in their efforts to upgrade the subject matter competencies of teachers to programs which emphasize change—changing the system by which educational personnel are prepared. Ultimately, this should eliminate the need for remedial training programs.

A third transition is from primarily short-term, exclusively college-based training to an emphasis on long-term projects which involve a partnership of colleges and universities, state and local school systems, and the community to be served by the personnel to be trained.

And finally, there is the transition from programs that are limited in focus, that concentrate on specific subjects, to programs that focus on priority fields.

What has emerged from the convergence of these transitional forces are three priorities which cut across the lines distinguishing one part of the Act from another. The priorities are:

1. Programs for training personnel in fields of critical shortages, such as early childhood education, vocational-technical education, special education, bilingual education, educational media, school administration, and education in correctional institutions.

2. Programs to train personnel to meet critical problems in the schools. These include a program designed to aid black teachers in the South, particularly those threatened with displacement through desegregation. A new Rural-Urban program will assist experienced teachers in urban and rural poverty area schools in raising the level of pupil achievement.

3. Programs to bring new kinds of people into the schools, and to demonstrate, through training, new and more effective means of utilizing educational personnel and delivering educational services. These include five programs: the Career Opportunities Program which I described earlier, the Teacher Corps, programs for Trainers of Teacher Trainers, programs on School Personnel Utilization to explore a variety of differentiated staffing patterns, and the State Grants program for meeting immediate critical shortages of teachers and aides.

These are the directions in which we are moving, and the philosophy behind that movement. As you can see, when I suggested earlier that "accountability" may become the new "in" word in education, I had some specific indication that this may prove to be so. Under the Education Professions Development Act, "accountability" will be the hallmark of progress. Teacher training institutions and local school systems will be accountable to the community for the quality of educational services delivered, and teachers will be accountable for what children learn. And this, I submit, has some "relevance" to what American education is all about.

Individual Presentations

Due to the limitations of space it is not possible to present the complete speeches of the panel members. Complete copies of the speeches may be obtained by requesting copies from Dr. Graham.

The Developing Southern College and EPDA

*Dr. Clyde W. Hall
Director, Division of Technical Sciences, Savannah State College*

During this presentation, I shall confine my remarks to the predominately black southern colleges, because I feel that these institutions make up the largest group of developing institutions in this region. By far they are the ones in the greatest need of EPDA assistance. By and large, these institutions have the longest history of admitting economically, socially, educationally, and politically deprived students and attempting to prepare them during a short span of a college experience to make laudable contributions to our American culture.

The question as far as this presentation is concerned is: "What can the Education Professions Development Act do to improve the quality of personnel development in these black institutions?" I feel that the answer to this question is very positive, because EPDA is designed to help all kinds of educational agencies develop more effective ways to recruit, train, and utilize educational personnel.

EPDA has as one of its highest general priorities the improvement of education for the disadvantaged. It appears to me that the black institutions provide fertile ground for experimental programs under EPDA designed to find more effective ways of training and utilizing educational personnel for the classrooms of the disadvantaged. These institutions have a long teacher education heritage in this field, and they have on campus large numbers of disadvantaged students, many of whom will become teachers of the disadvantaged in the future.

It must be recognized from the beginning that the problem of developing effective personnel development programs for the disadvantaged at black institutions deserves serious and sustained consideration and financial support. It would be foolish for me to say that the task of preparing vocational personnel effectively for this group can be accomplished at these institutions by holding several \$20,000 to \$50,000 institutes.

The problems of the black disadvantaged of our nation have many facets and have been with us for a long period of time. They will not be eradicated quickly or easily. I do believe that some realistic inroads can be made into the solutions of these problems if substantial attention, time, and financial support are given to black institutions for the purpose of developing live experimental programs with first, fluid curricular patterns of varying length accompanied by appropriate compensatory experiences.

A second need is individualized instructional techniques, utilizing programmed learning materials based on individual student diagnosis; third, differentiated staffing approaches involving part-time and full-time specialists from outside of these institutions; fourth, dynamic, cooperative industry school training programs; and fifth, personalized guidance services which face up to the real problems of the disadvantaged.

In order to develop and implement such programs under EPDA, as I have mentioned, certain basic considerations and concessions must be made. To name but a few I should like to suggest the following:

- Seed money and on-sight assistance must be provided black institutions for the purpose of writing acceptable proposals. (It must be remembered that these institutions are basically undergraduate teaching institutions and do not have the personnel nor the expertise for developing acceptable proposals in terms of their need for assistance. It is due to this lack of grantsmanship ability these institutions have faired very poorly in the past as far as federal assistance is concerned.)
- Open lines of communication must be developed between black institutions and their state departments of education.

- Realistic consortiums should be developed which would pair predominately black institutions with larger predominately white institutions.
- Selection of a black institution for a project under EPDA must be based on the potentialities of the school in terms of location, objectives, enrollment, etc. rather than on the basis of its present staff capabilities. I believe that once sufficient funds are made available most of these institutions can employ the necessary manpower to do the job.

I know that some may say that I am asking for preferential treatment for predominately black institutions, but you must remember that these institutions have never shared equally in available finances. They have always had the most difficult task to accomplish. To do what I am saying is, to me, one way of correcting the long standing debt in financing higher education for black youth and does not appear to be an unrealistic request.

The Disadvantaged and EPDA

Dr. Deborah Wolfe

Professor of Education, Queens College, New York City

I have five questions that I would like to raise with you and have you just briefly start thinking about.

- Who are the disadvantaged?
- What are their special needs?
- How can these needs be focused on in the training program of the vocational education professional act?
- What recommendations for in-service school and out of school activities could be developed in developing the personnel that is carrying on the program that we have for this disadvantaged?
- How would you suggest that those involved in the training program should evaluate their activities with the disadvantaged?

Let me start with the disadvantaged. When we use a term like "culturally deprived," we must realize that no group of people is culturally deprived. We are deprived of a certain kind of culture—the kind of culture that our schools have primarily addressed their attention to.

In my thinking, we are talking about those young people who have been disadvantaged because they tend to be the poor economically, because they tend to be those people who have been left out of the main stream of American life. We are talking about a group who cannot make vocational choices as they would like because of superficial and artificial barriers.

The group known as the disadvantaged differ from each other in a number of ways, but also have in common such characteristics as low economic status, low social status, low educational achievement, little or no employment, limited participation in community organizations, and limited potential for upward mobility. This is unfortunately a large percentage of the young people with whom you and I work. We know from the statistics that 20 to 30 per cent of the student population in America fits into the category which we call disadvantaged.

The greatest need that we have is teachers for the disadvantaged. The kind of teacher that is needed is one that can really come to grips with the kinds of needs and concerns and opportunities that we have in that area. Teachers who can develop curriculums based on the nature of the learner and his purposes and goals.

An excellent education must be one that fully serves the needs of the individual and the needs of society. For the individual, this means that education will challenge him and force the development of a strong self-image, a spirit of independence and motivation, a continuing search for learning and re-education, and will prepare

the student to be an active and productive member of society.

It is obvious that the program that I would recommend in relationship to the development of the kind of teacher that is needed for working with the disadvantaged youngsters is a very complex one. It includes not only understanding these youngsters but also their parents and the community in which they live. We have said so often in education that we cannot teach what we do not know and that we cannot teach children whom we do not understand. Yet, unfortunately, the middle class teacher is still lacking in the basic understanding that is necessary for meeting the needs of the disadvantaged. Many of our teachers are afraid even to go into the poor city where most of our disadvantaged live. I know many teachers who are afraid because they do not understand the community in which they are working. They do not feel the importance of living in that community and with the people in that community.

When I talk about understanding, it means an entirely different teacher training program. We need an academic kind of emphasis on cognitive learning which is interdisciplinary, but we also need much more. I can't stress that too much, and I would stress it particularly in the vocational education area because we can no longer separate vocational education and general education. I know of many young men and women who have learned to read and write by starting with the goals and values related to their vocational choices.

I would stress that we need to help young teachers and in-service teachers to begin to rewrite the curriculum, based on their understanding of the needs of the literacy program as well as the vocational program, so that youngsters may grow simultaneously in their general education and in their vocational education.

Finally, I think that we should not be willing to say that we have done a good job until we follow children and young people out into the world of work. One of the things that we have noted so often with the disadvantaged is that the quality to stick at the job because he is motivated by the needs which the job provides for has not received the necessary emphasis.

I hope that, therefore, what we will do as we look at and talk about the disadvantaged is to re-phrase and re-emphasize our whole curriculum approach. I hope that, instead of making the child fit the curriculum, we may be more flexible ourselves in relation to fitting our schools and our community to the needs of the disadvantaged youngster.

The Rural Poor and EPDA

Silvestre Baca

Guidance Director, Albuquerque Technical Institute

In these days of growing cultural awareness, it is a great pleasure to share with you some of the uniqueness of the tri-cultural land of the southwest. This is a land of ancient Indian pueblos, old Mexican villages, and newer communities of other ethnic groups referred to as Anglos. It is also an area of the country where you are daily made aware of the rural disadvantaged.

I could cite for you many examples of the cultural and educational disadvantages of the youth of these areas. There are approximately fifteen million children 18 years of age and under enrolled in the rural public schools. This includes the major part of 142,000 Indians, vast numbers of Mexican Americans, and others.

These generally small schools of the rural areas are quite often isolated from population centers. Contrary to popular belief rural education is not diminishing. Even though we are aware of many improvements that have been made there are still many rural schools that are usually inadequate because of their isolation from centers of social change and their lack of comprehensiveness.

In the rural school there is a great scarcity of good teachers. We have trouble attracting and holding competent teachers.

Facilities, materials, and instructional equipment for the small schools are also generally viewed as being inadequate.

Vocational-technical education has received little attention. This is the area of the curriculum that is particularly deficient in the small rural school. There is a lack of qualified personnel, obsolete equipment and facilities, little money, and very limited community resources.

Generally, the limited academic and vocational preparation of the rural, small school students continues to contribute to the swelling number of the marginally employed, the underemployed, and the unemployed. Generally, the citizen of the rural area is employed in seasonal, marginal work and menial tasks and often is forced to be a migrant worker on farms across the country.

The children of the rural poor are often subjected to a curriculum that is nothing more than a repetition of that existing in organized college prep schools. Innovative programs oriented to individualized instruction are urgently needed in the small school. These programs must be tested where they will be used.

It is hoped that the exemplary projects that will be developed in the problem areas that have been mentioned in Dr. Davies' presentation will help to alleviate the critical shortage of qualified personnel in all levels of vocational education. Perhaps improvements are forthcoming in a mobile classroom that will provide individualized learning, while transporting students to and from the schools as a part of the regular school day.

In the last decade, there has appeared another school of thought that might provide part of the answer. Might we do everything possible to support and nourish sub-cultures with an ultimate objective so that there would be a Gestalt of all of the cultures, preserving the essence of each? In this vain we then might say to the minority ethnic groups "We like your culture, we like your family, feel free to bring them to school."

EPDA has provision to train and retrain personnel in vocational-technical education. This would certainly include teachers, counselors, and administrators of all minority ethnic groups. These provisions will help each of them to relate better with the disadvantaged individuals.

These provisions will also help disadvantaged individuals to become community leaders instead of being victims of the political power structure. Instead of teachers trying to resolve their problems within the narrow confines of this structure, they will work along the legitimate channels to gradually change it to better ends.

The Local Director and EPDA

Dr. James O'Gara

Director, Vocational Education, Portland Public Schools

Vocational education, not unlike most educational issues, is subject to a lot of controversy. I suspect that we could agree that vocational education is now one of the hottest educational issues facing the educational family at all levels, pre-school through the graduate level.

The situation of the local director is quite unique for often he is trying to find the middle ground between two opposing positions. An example of this might be when he ventures into "no-man's land" with the teacher training institutions on one hand and the state department of education on the other, or the traditional academic educator on the one hand and the liberal academic educator on the other, or the traditional vocational educator on the one hand and the new breed of vocational

educator on the other, or the community on one hand and the educational isolationist on the other.

Somehow these forces need to be depolarized so that each attracts rather than repels the other. It seems to me that the Educational Professions Development Act can serve as a catalyst in this direction.

My primary job as a local director is to improve education so that each student has equality of educational opportunity to reach his potential. Equality of educational opportunity and equal education are not synonymous. Within the community and within the ranks of educators this attitude needs to be changed. The Education Development Professions Act may serve as a catalysis in this process. It is my feeling that, until such time as educators—particularly the educational leaders at all levels—demonstrate commitment enthusiastically expressed by thought, words, and actions to equality of educational opportunity for individual students, there will not be much that is exciting happening in vocational education.

During the summer of 1968, I accepted the invitation to serve as a reader of EPDA proposals. I spent four long days in Washington reading, sleeping, and dreaming proposals. Each proposal was carefully read and reread.

A committee of three readers was assigned approximately thirty-five proposals, most of which had been submitted by degree granting institutions. Each member read and rated each proposal and then the committee reached a consensus on the proposal.

I would like to share with you some of the unpleasantness of some of the proposals which I read:

- Questionable integrity and sincerity on the part of the persons representing the institutions and proposals
- Questionable commitment on the part of the institution
- Questionable confirmation of research personnel and consultants
- Hazy establishment of needs
- Misty objectives
- Questionable budgetary practices
- Questionable evaluative procedures and strategies.

These unpleasantnesses are, in my opinion, indicators for changes in attitude. One of the primary purposes of the Educational Development Professions Act is to prepare educational personnel to assist in closing the gap between the haves and the have nots.

Educational institutions are being asked to help fulfill the American dream—equality of educational opportunity for all. This is a difficult but not an insurmountable task. It seems to me that the only way educational personnel can be effectively prepared is to join forces. This relationship involving the school system, the state department of education, the teacher training institutions, and the community should jointly plan and jointly conduct pre-service and in-service preparation of educational personnel.

Hopefully, the Educational Development Professions Act funds can be used effectively to prepare educational personnel competent to deal with the issues. We are now in the position that we need to take a very careful look at the situation and make the right move.

The College Commitment to EPDA

*By Dr. William B. Logan
President, Webber College, Babson Park, Florida*

The first thing I would like to say to the people representing the colleges is: "Don't sit back and wait for a representative of Don Davies' Office to call you, or wire you, or come out and see you and tell you that they have a half million dollars

to help you upgrade your teacher education program." You will have a long time to wait for that to happen.

It is imperative that the colleges of this country face up to the three challenges coming from Don Davies. These challenges were the recruitment, the training, and the retraining of teachers.

The need is acute for teachers throughout the United States to meet the needs of the previously identified programs. These people who are going to become the teachers in our country must be highly trained, and the training must be versatile. These persons must be able to operate in various environments, various areas, and under various conditions. Different kinds of conditions from the classroom in which they were taught must be explored.

Another challenge to the colleges is that assistance must be given to the local areas. The college must take the hand of the local area. The local area must join with the college.

In order to fulfill the role of the college here in EPL, there are three things that must be done. First, you must inspect your own shop. You will need to check what you have, account for what you have, and take inventory of what you have. Maybe there should be some changes made right there in your own place of business.

The second challenge to you is that you must seek innovative ways of teacher training. You need to find or develop something that is new, something that is different, not just the ordinary. We are living in a different world.

In your role of leadership you must create the act to move. This job is yours. It is in your lap. Create something that is innovative. Select persons that are innovative and who will move and do things.

After you have selected the people, create a happening. Set up some goals, draw your people together, communicate your story, get it into the news. Keep talking about it and get very enthusiastic about it. In this way, you get something going and people feel that something is happening; they are glad to be on the bandwagon.

Join forces with other college groups; join with other people. As you join up with other people, you get ideas from them and they get ideas from you. As you create the happening in your place of business, then you are going to cause something that is fantastic.

December 9, 1969

The speaker for the general session was:

Dr. William Loomis
Chief, Vocational Education Training Branch
Division of School Programs.

Dr. Loomis discussed "EPDA and Vocational Leadership Training Institutes." Following his presentation, Dr. Jack Michie acted as coordinator for small group discussions on Vocational Education Personnel Development problems such as preparing proposals, administering grants selected, leadership personnel, etc.

Election of Officers for 1970

Those officers who will serve during the coming year are:

Chairman:
Floyd M. Grainge
Industrial Arts Department
California State College
Long Beach, California 90801

Chairman-elect:

Nancy Graham
School of Home Economics
University of Arizona
Tucson, Arizona 85721

It would be greatly appreciated if you would contact either or both of these persons in relation to your identification of the needs of teacher education and the ways in which the Department could work to meet these needs.

The term of membership on the Planning Committee of the Department of Dr. George L. Brandon was extended through 1972 to enable him to serve as Chairman-Elect, Chairman, and Past Chairman of the Advisory Council of the Associated Organizations for Teacher Education (AOTE). Action to replace Dr. William B. Logan, the other departmental representative to AOTE, was deferred until the March (1970) meetings of the Committee.

AGRICULTURAL EDUCATION DIVISION

Proceedings Recorder:
J. Robert Warmbrod
Editor, The Agricultural Education Magazine

PROFESSIONAL MEETINGS

Agricultural Education in the Northeast

Innovative Summer Activities for Agriculture Teachers. In 1969, a new funding policy designed to encourage the development of innovative activities and pilot projects during the summer months was established in New York State. Project proposals were submitted by local schools in four instructional areas: coordination and supervision of occupational experience programs, providing agricultural instruction for students including students with special needs, continuing advisement of intracurricular youth organizations, and providing instruction for out-of-school youth and adults.

Projects were approved that extended beyond the usual, locally funded duties of teachers. One hundred forty-three projects were approved involving an allocation of approximately \$250,000 of federal funds. The summer projects approved involved 5,000 high school students in supervised occupational experience programs and instruction for 4,700 students, including 850 handicapped and disadvantaged persons. The funding of specific projects on a total cost basis proved to be an effective way of utilizing limited funds and encouraged the rapid adoption of new ideas. (L. A. Traver, New York)

Forest Science and Harvesting Programs. The two-year program in forest science and harvesting recently established in high schools in Maine is designed to prepare students for entry into selected service occupations connected with harvesting forest products and to enhance students' eventual advancement in these occupations. Four schools currently offer the program for eleventh- and twelfth-grade students. Each school has well equipped shop and classroom facilities and a large school-owned forest area for use in teaching. Each school owns or rents small crawler tractors. Several larger paper companies loan heavy equipment to schools. Three-fourths of the students' instructional time is spent in the forest area developing occupational techniques and skills. Paper companies have shown a great deal of interest in and cooperation with the program. (A. G. Bridges, Maine)

Commercial Fisheries Training—A Post-High School Program. The Department of Fisheries and Marine Technology, established at the University of Rhode Island in 1967, is responsible for operating a two-year associate degree program in commercial fisheries and for extension education activities in the field of commercial fisheries. The advisory committee for the program includes representatives from the University, State Department of Natural Resources, State Division of Vocational Education, Bureau of Commercial Fisheries, U.S. Coast Guard, and the industry. The two-year program includes 72 credits, 21 of which are general education subjects with 51 credits in professional fisheries courses. The program includes eight weeks of supervised industrial training during the summer between the two academic years. The instructional program includes all modern commercial fishing operations with appropriate knowledge necessary for sound operation including operational economics.

The main aim of the program is on education for the eventual command of commercial fishing vessels, but the program also fits students to enter and advance in employment in most sections of the commercial fishing industry or supporting industries. Facilities include laboratories for instruction in seamanship, nets and gear, navigation, electronic aids, and engineering. Two training vessels are used in the program. The faculty for the program includes a naval architect, a master mariner, a fishing gear technologist, a fish technologist, and two fishing vessel skippers. (J. C. Sainbury, University of Rhode Island)

Training for Jobs in the Outdoor Recreation Industry. The White Mountain Regional School District (New Hampshire), located in one of the outstanding outdoor recreational areas in the Northeast, developed a new program in Recreational Management some two and one-half years ago. Recreational management was chosen, since many job opportunities in the region required agricultural skills and competencies that could best be met by a program designed specifically for the school district. The objectives of the program are to prepare young people to enter jobs in the recreation industry and to prepare for additional education prior to entering the recreation industry.

The recreation management program, developed with the assistance of an advisory committee, is designed to prepare for employment in resort hotels and motels, ground care and maintenance, service repair, ski trail maintenance, park employment, animal care, and golf course maintenance. The program which is designed for high school students involves work experience during vacations and summer months. A high percentage of graduates have been placed in jobs for which they were prepared or have continued in post-secondary education. (M. L. Mitchell, New Hampshire)

Training for Landscape, Nursery, and Greenhouse Jobs. The great number of career opportunities in ornamental horticulture needs to be publicized more. It is particularly important that there be better communication between vocational education and administrators and guidance personnel in the schools. Vocational agriculture can provide occupational education for persons interested in ornamental horticulture.

At the Norfolk County Agricultural School (Walpole, Massachusetts), specialized courses for junior and senior students include turf management, basic and advanced floral design, nursery management, greenhouse management, landscape design, and floriculture greenhouse management. Occupational experience is required in both the junior and senior years. An early release program for occupational experience, which is supported by the advisory committee, enables students to get employment experiences in April, May, and June that are not possible at other seasons. Courses are also offered for adults. A new program involves busing ninth-grade students from nearby communities one day each week to explore career opportunities in ornamental horticulture. (G. E. Yetman, Massachusetts)

A Coordinated Teacher Education Program. The newly organized Department of Vocational, Technical and Extension Education at the University of Vermont has the dual role of offering programs for teachers of vocational subjects at high school and post-high school levels and programs for non-school personnel who will have responsibilities for educational programs in industry and government agencies. Currently the Department offers undergraduate and graduate programs in agricultural education, industrial education, and extension education.

Steps taken in developing a coordinated and unified program for the preparation of teachers of occupationally oriented subjects include a credit course for first-year teachers in all service areas; team teaching of the first-year teachers course; use of consultants of the State Department of Education as adjunct faculty members; a technical internship where students spend four summers and two semesters in directed, structured experience in industry; and the teaching of part of an introductory course to a combined group of prospective teachers of vocational subjects. (G. R. Fuller, Vermont)

Regional Vocational Agriculture Centers. In 1954, a statewide Vocational Agriculture Consulting Committee was formed at the request of Connecticut's State Board of Education to determine the status of and submit recommendations for

vocational agriculture in the state. One of the Committee's recommendations was the establishment of Regional Vocational Agriculture Centers. Prior to the establishment of the first regional center in 1956, there were 18 locally operated programs of vocational agriculture in Connecticut which enrolled 528 high school students and 174 adults from 36 of Connecticut's 169 towns. There were 22 teachers employed in these schools.

In 1969, there are 14 regional centers and three locally operated programs in Connecticut. These programs enroll 1,190 high school students and some 400 adults from 122 of the 169 towns in Connecticut. The 17 schools offering vocational agriculture, staffed by 45 full-time teachers and some special part-time instructors, have working agreements with 142 of the 169 towns in Connecticut. Specialized programs in all areas of agriculture are in operation or are being developed for high school students and adults. (L. L. Turner, Connecticut)

Research in Agricultural Education

Employment Opportunities and Educational Requirements for Jobs in Outdoor Recreation. Data were obtained by interview from a sample of outdoor recreation firms in specified economic areas of the Northeast for use in determining employment needs and for designing curriculums in outdoor recreation. The major findings included the following: outdoor recreation enterprises hired full-time, part-time, and seasonal employees; almost all enterprises expected to expand; 63 different job titles were found in the recreation enterprises; few persons had formal training in the jobs in which they were working; 30 per cent of the employees had prior work experience in their current jobs; salary for entry-level jobs ranged from 64 cents to \$3.50 per hour; and employers suggested 13 different subject matter areas which would benefit employees' job performance. (W. H. Annis and R. G. Floyd, Jr., University of New Hampshire)

Opportunities and Requirements for Entry into the Agricultural Machinery Mechanics Trade. Data were obtained through interviews with 60 managers of farm machinery businesses in Texas and with 60 shop service managers to determine the knowledge and skills desired by employers for persons entering the mechanics trade in farm machinery service and repair. Another purpose of the study was to obtain information about work as a mechanic in farm machinery businesses that would be helpful in counseling persons considering the trade as an occupational goal.

Generalizations drawn from the study include the following: a severe shortage of qualified farm equipment mechanics exists in Texas; the shortage is created by a lack of training programs for mechanics and piracy of farm equipment mechanics by heavy equipment and automobile industries; personal attributes (desire to be a mechanic, mechanical aptitude, pride in workmanship, and cooperation) of prospective employees are the first concerns of employers; knowledge of mechanical units was rated second; and skill development was rated third in importance but essential for successful entry into the agricultural machinery mechanics trade. (E. H. Knebel, Texas A & M University)

An Experiment to Prepare Agricultural Students for Off-Farm Agricultural Employment. The research was designed to evaluate the effects of selected treatments (related instruction, directed work experience, combination of related instruction and direct work experience, and a control group) on the preparation of high school students for entry into off-farm agricultural occupations. The study also involved a comparison of the effectiveness of structuring agricultural subject matter around an experimental principles approach versus the traditional enterprise

problem-solving approach. Twenty-four randomly selected Nebraska high schools comprised the sample, eight of which initiated vocational agriculture instruction when the research began. The experiment was conducted for three years.

Analysis of covariance revealed no statistically significant differences on the three measures (general information test, work opinion inventory, off-farm agriculture occupations opinion inventory) used to determine the most effective treatment. Teachers participating in the study felt that the combination treatment group of related instruction and work experience provided students with the most meaningful learning experiences. Follow-up data revealed that students from all treatment groups were most frequently employed in non-off-farm agricultural occupations; however, students from the combination treatment group were initially employed in off-farm agricultural occupations at a higher rate than any other group.

Tests of principles of plant and animal science, mechanics, and agricultural management and marketing revealed that the achievement of students taught by the principles approach was significantly greater two years out of three than the achievement of students in the traditional curriculum. Analysis of students' scores on a standardized agricultural achievement test revealed that students taught subject matter based on the principles approach achieved equal to or significantly greater than students taught in a traditional manner. (J. T. Horner, University of Nebraska)

Revising the Teacher Education Program to Meet Modern Needs. Curricula designed to prepare modern-day agricultural educators must be based upon the professional and technical competencies these people will need if they are to plan, implement, and evaluate successfully and effectively quality educational programs in the schools and communities in which they will be teaching. The approach used at the University of Arizona to revise the teacher education program in agriculture involved the following steps: the identification of essential professional competencies as the behaviors desired by prospective teachers of agriculture; program revision in professional education courses based on the synthesis of the 92 essential professional competencies; the establishment of curricula options in technical agriculture to provide greater flexibility for specialization in selected areas of technical agriculture; and assessment of graduates' perceptions of the pre-service teacher education program prior to entry into teaching, after teaching six months, at the completion of the first year of teaching, and at the end of the second year of teaching. (F. G. McCormick, University of Arizona)

Agricultural Education for Young Farmers

A teacher of agriculture and a young farmer from New Holland, Pennsylvania explained, with a colored slide presentation, how a Young-Adult Farmer Education Program provides continuing education through formal classroom and individual on-farm instruction. The slides showed actual teaching sessions and the farming practices implemented as a result of the teaching.

Units of instruction and instructional application illustrated included: a Dairy Nutrition Course with a prerequisite that enrollees have a chemical analysis of forages fed and a computerized feeding program, a Land Use and Management Course with the prerequisite that enrollees have a Soil Conservation Service farm conservation plan, a Basic Farm Welding Course, a Swine Records Analysis Program which provided enrollees an analysis of production records, and a Quality Milk Production Course involving the use of Dairy Herd Improvement Association records. The instructional programs are designed to improve business and management skills and to develop leadership skills. (D. M. Robinson and I. R. Yost, New Holland, Pennsylvania)

A Special Needs Program in Agricultural Education

Four types of agricultural education programs for disadvantaged students in Virginia were described. The Agricultural Machinery Service Program is designed for senior high school students who experience extreme economic deprivation. Students participate in supervised occupational experiences on a 12-months basis on the school farm. The school farm provides opportunities for students' ownership of enterprises. Occupational experiences are provided in forestry and conservation, crop production, and agricultural machinery management.

The Agricultural Science and Mechanics Program is for junior high school students who are educationally and intellectually disadvantaged. Programs of this type are conducted by a teacher of agriculture and a teacher of basic remedial education who work as a team toward the objective of preparing students for entry-level occupational competency or of preparing students to pursue a program leading to entry-level occupational competency.

A program in General Agricultural Mechanics is designed for both junior and senior high school students who are educationally and intellectually disadvantaged. The program is a joint effort between special education and agricultural education. The fourth program is General Agricultural Mechanics or any of the programs in agricultural education offered by local schools. This program is conducted by teachers of agriculture with little help from other teachers.

Major factors contributing to the success of the special needs programs are student-oriented rather than subject-oriented curriculums, realistic and interesting class activities, and individual instruction. (C. B. Jeter and J. M. Campbell, Virginia Department of Education)

Planning and Operating a Vocational Agriculture Program in a Regional Center

The Regional Vocational Agriculture Center has been operated as a department of the Woodrow Wilson High School in Middletown, Connecticut, since 1956. The regional concept requires that students from surrounding towns who desire to study agriculture be accepted as tuition students. The regional center serves ten towns in a 40-mile radius. The high school curriculum includes college preparatory, business, or general options. Vocational agriculture students can elect any of the three options. Just under 50 per cent of the vocational agriculture graduates enroll for additional schooling after high school.

There have been continuous changes in the vocational agriculture program since the regional program was established. The role of vocational agriculture in the community has changed due to urbanization, changing consumer demands, and different interests of students. Fewer students have farm backgrounds. We have developed programs for students interested in machinery sales and repair, hardware stores, meat cutting, flower shops, milk plants, and a variety of other occupations. An annual Open House Show put on by students each spring has done much to inform the public about vocational agriculture.

The regional vocational agriculture program in Middletown, Connecticut, draws from rural and suburban communities as well as urban areas. There is value for vocational agriculture in urban areas. Yet to the uninformed, vocational agriculture has an image of only farming. Changes taking place in society are also taking place in agriculture so that the development of a variety of specialized supporting services has opened many job opportunities.

Relevancy is and has been an established goal both in philosophy and actual practice in vocational agriculture. The generalist in education can learn much from vocational agriculture about teaching methodology and curriculum develop-

ment. Educators concerned with vocational agriculture should review their programs, sell their product, and convey to the urban citizenry the potential of vocational agriculture.

Before the Regional Vocational Agriculture Centers were developed in Connecticut, there was a feeling that existing programs were not geared to agricultural needs. Studies showed that one-half of the farmers in the state were over 50 years of age and that too few youths were preparing for employment in agriculture. The decision was made that, if vocational agriculture was to be successful, programs must be organized on a regional basis. The regional programs require challenging, diversified programs geared to present day conditions. When these programs are taught by a specialized staff using specialized curriculum materials and teaching techniques, students are served in a superior way. (R. W. Lawrence, Teacher of Agriculture, and L. F. Root, Director of Secondary Education, Woodrow Wilson High School, Middletown, Connecticut; F. Roberts, Chairman of Consulting Committee for the Regional Center)

What We See Ahead for Agriculture in the 1970's

Members of the National Advisory Committee of the Agricultural Education Division of AVA presented a panel discussion on "What We See Ahead for Agriculture in the 1970's." In 1935, there were 6.8 million farms in the U.S.; in 1969 there are 2.9 million farms. In 1967-68, 749,000 farm people became non-farmers, while 268,000 persons moved to farms for a net decline of 421,000 persons. Total rural population has changed only gradually since the early 1900's, but the ratio has changed radically. United States population is expected to increase from 200 million now to 300-325 million by 2000. Food needs for the world will double by 2000; food needs for the U.S. will increase by 50 per cent or more.

Great changes have come about in agriculture in the 1960's. We can expect even greater changes in the 1970's. Developments in the 1970's include a continued decrease in farm numbers, continued increase in farm size, great increase in farm debt, use of 80-100 h.p. tractors, mechanization in livestock handling as well as in crop production, rapid trend toward specialization in farming, greater use of future markets, wide use of chemicals and fertilizer, great improvement in quality and efficiency of production in livestock, wide use of computers in management, trend toward decentralization of meat processing industry, and trend toward mergers in off-farm agriculture.

Much of the agricultural progress during the past 20 years has been based on chemical technology, including both fertilizers and pesticides. In the 1970's, agriculture will find less attention paid to problems of production because of higher priority issues concerning public policy, particularly environmental pollution.

The use of fertilizer will continue to grow with prescription application used more routinely. The 15 per cent increase per year in the use of pesticides is expected to continue, with the trend away from the more persistent materials. Herbicides will continue to lead the way followed by fungicides.

The commitment of research dollars indicates the development of sophisticated control programs involving less persistent chemicals, systematic chemicals, baits, attractants, chemosterilants, and biological control. Developments in the application and placement of chemicals include less product per acre, no drift, and less soil area involved.

In the 1970's, farmers will become heavier users of credit. Contracts will be a more important part of the business of farming. Agricultural producers will need to give more thought to the end product in addition to the product as it leaves the farm. In the 1970's, farmers must increase their marketing knowledge as well as

their production know-how. There must be more emphasis on agricultural business management.

By the mid-seventies, we will have some 15,000 food items to choose from compared to 4,500 items five years earlier. More packages will be designed to serve as containers for preparing and serving the product. With the shift to convenience foods, there will be a shift to synthetics, more foods eaten away from home, and a further breakdown of traditional meal patterns. There will be an increasing utilization of different raw materials for producing foods, including more grain products used in protein foods and an increase in the use of high protein concentrate as an additive to familiar foods.

We will see less of our food purchased on the floor of the supermarket; new shopping techniques will permit shopping from home by means of electronic methods. Innovations in processing and packaging techniques may lead to changes in marketing such that the unit of sale may change from a traditional single purchase size to a multi-unit package. Consumers do not realize what is involved in the production, packaging, distribution, and retailing of foods and other consumer goods. This lack of understanding of our marketing structure is evidence of the need for better communication and education by the industry. (Alexander Nunn; C. E. Bundy, Iowa State University; P. C. Brinkley, National Agricultural Chemicals Association; V. E. Schneider, American Institute of Cooperation; Pam Tassin, Grocery Manufacturers of America)

BUSINESS MEETINGS

Officers

President, Agricultural Education Division and Vice President, American Vocational Association: Ralph E. Bender, The Ohio State University

Secretary: Lowery H. Davis, Clemson University

Program Chairman: Julian M. Carter, Vermont Department of Education

Committee Reports

Membership. As of June 30, 1969, the Agricultural Education Division had 10,003 members of the AVA—approximately 21 per cent of the total membership of AVA. More than 90 per cent of the potential agricultural educators were members of AVA in 1968-69. Almost one-half of the states had 100 per cent of those eligible as members of AVA. Efforts are underway to encourage membership of teachers, supervisors, and administrators in community colleges, technical institutes, and area schools and for membership by students preparing to enter the profession. (P. E. Hemp, Chairman)

Public Information. Twenty-four states have public information committees associated with the Division's National Public Information Committee to support and carry on public information activities. Eight sets of information about vocational agriculture have been sent to all states as "Vo-Ag Program Facts." Several states duplicate the materials for distribution. Current and new projects of the committee include the development and distribution of a brochure portraying the concepts and values of vocational education in agriculture, the publication of an annual "Vo-Ag Program Fact Book," and the development of a brochure of facts about agriculture and people to show the need for various kinds of programs of vocational education in agriculture. (A. H. Krebs, Chairman)

Research. Compilations of summaries of studies in agricultural education completed in 1968-69 for the North Atlantic, Central, Southern, and Pacific regions were published and distributed. "Summaries of Studies in Agricultural Education,

1965-67" will be published in February 1970. (R. A. Baker, Chairman)

Curriculum Materials. The annual publication, "Description and Source Listing of Curriculum Materials in Agricultural Education," was distributed in 1969 to all supervisors and teacher educators. The AGDEX filing system, a comprehensive numerical system for use by teachers, was revised and reprinted. Copies are available from the Publications Division of AVA. (H. E. Ridenour, Chairman)

Farm Veterans Training. Supervisors of agricultural education in the states were surveyed to determine desirable provisions of federal legislation pertaining to farm training for veterans. A member of the committee testified before a Senate Committee in June 1969 with the result that changes were made in the bill passed by the Senate in October. Action on the legislation is pending in the House of Representatives. (C. W. Dalbey, Chairman)

Professional Personnel Recruitment. The committee's efforts during 1969 to recruit an adequate number of qualified teachers of agriculture include the following: publication of the annual survey of the supply and demand of vocational agriculture teachers in the U.S.; distribution of 45,000 copies of the brochure "Opportunities in Teaching Vocational Agriculture"; distribution of 25,000 copies of the brochure "For You—A Bright Future in Teaching Vocational Agriculture"; distribution of 175 sets of slides entitled "A Future for You—Teaching Vocational Agriculture"; recognition of 689 teachers with "Teacher of Teachers" certificates; distribution of a bulletin board poster to each teacher of vocational agriculture in U.S.; showing of an exhibit at National FFA Convention; and publication of articles in *The National Future Farmer* and *The Agricultural Education Magazine*. Thirty-seven states have State Recruitment Commissions. (R. J. Woodin, Chairman)

American Vocational Journal. Emphasis is placed on articles pertaining to the total program of vocational education. Articles on agricultural education should pertain to the theme for each issue, should report innovations, and should indicate how agricultural education is part of a total program of vocational education. V. R. Cardozier, University of Maryland, was appointed as the Division's representative on the AVJ Editorial Board. (R. W. Montgomery, AVJ Editorial Representative)

The Agricultural Education Magazine. Eight of the twelve issues published in 1969 were expanded from 24 to 28 pages. Articles published in 1969 were submitted from 40 states. High school and post-secondary teachers authored 42 per cent of the articles published. Forty-two book reviews were published in 1969. The *Magazine* is subscribed to by some 9,000 teachers of agriculture, state supervisors, teacher educators, and university students. (J. R. Warmbrod, Editor)

Advisory Committee. The Agricultural Education Division has been making use of a fourteen-member Advisory Committee under the leadership of Dr. Alexander Nunn, chairman. This committee meets annually with the Policy Committee in Washington. During these meetings, as well as at AVA Conventions, members of the advisory group have shared information concerning problems and new developments in agriculture with implications for vocational agriculture. Attempts have been made to keep the membership of the Advisory Committee informed about program developments in vocational education with emphasis upon agriculture. They receive all issues of *The Agricultural Education Magazine* and the information disseminated by the Public Information Committee of the Division. More emphasis will be given to the use of the Advisory Committee in the resolutions of some of the issues and problems of the profession.

Fred Stines, Publisher, *Successful Farming*, has accepted membership on the committee as of January 1, 1970. He replaces Carroll Streeter, retired Editor-at-Large, *Farm Journal*, who completed a three-year term. Members of the committee

reappointed to new terms include Louis Wilson, Vice President for Information, National Plant Food Institute; Tony Dechant, President, National Farmers' Union; and Clyde Greenway, Director of Public Relations, The Sears Roebuck Foundation. (R. E. Bender)

Other Actions of the Division

Operating Policies. The Operating Policies for the Agricultural Education Division, previously approved by the Policy Committee (March 1969) and the AVA Board of Directors (July 1969) were adopted at the business session on December 7, 1969.

Resolutions. Policy resolutions pertaining to the following were approved:

—that the Executive Committee of the National Vocational Agricultural Teachers' Association continue the efforts of the study committee to assess the present position of agricultural education in the U.S. Office of Education.

—that the AVA Board of Directors appoint a study committee to conduct a review of the policies and procedures for funding teacher education programs in vocational education.

—that U.S. Office of Education personnel consult agricultural educators in the initial formulation and through the process of adoption of policy regarding agricultural education.

—that the AVA Board of Directors and Executive Staff prepare legislation for submission to Congress which provides identification for the several fields of service in vocational education in the U.S. Office of Education, and that future legislation proposed by AVA be disseminated to the AVA membership through affiliated state associations immediately after being introduced.

AFFILIATED ORGANIZATIONS

National Vocational Agricultural Teachers' Association

NVATA-USOE Study Committee. This committee, established by a resolution adopted during the 1968 convention, has been active throughout the year in assessing the position of agricultural education in the U.S. Office of Education and in developing standards for leadership in agricultural education in the Office of Education. The committee held three meetings with U.S. Office of Education personnel including the Commissioner of Education and the Associate Commissioner for Adult, Vocational and Library Programs.

The committee's efforts resulted in a united position by organizations in agriculture and education on the basic needs of leadership and service from the U.S. Office of Education. Representatives of the American Association of Teacher Educators in Agriculture and the National Association of Supervisors of Agricultural Education served on the committee. The American Farm Bureau, Farmers' Union, National Grange, and the National Association of State Departments of Agriculture supported the committee's activities and position. (J. Durkee, Chairman)

Report of Executive Secretary. Activities of the NVATA-USOE Study Committee have resulted in a greater awareness on the part of agriculturally oriented groups and organizations of the nature and accomplishments of vocational agriculture. We must take advantage of the changes taking place in vocational education to develop stronger programs of agricultural education. Much of the responsibility for the further development of vocational education is given to the states, so it is the responsibility of persons in each state to see that vocational agriculture programs develop as they should.

Strong local programs and dynamic leadership in the states are essential for agricultural education. Special legislation for vocational agriculture could restrict the growth of vocational agriculture rather than enhance it. All in vocational education must work together; we must continue to support AVA. However, we must insist that AVA keep its membership and NVATA leadership informed and that AVA members play an active part in formulating policy and legislative positions of the organization. (J. Wall, Executive Secretary)

Annual Report. An annual report of NVATA was published and distributed to the 600 NVATA members and guests registered for the organization's Twenty-first Annual Convention. The publication includes reports of each NVATA officer and reports from the following program of work committees: Membership, Teacher Welfare, Professional Improvement, FFA Relations, Public Relations and Publicity, Commercial Relations, AVA Relations, and Information.

Resolutions. In addition to the policy resolutions adopted by the Agricultural Education Division, the membership of NVATA approved policy resolutions as follows:

—that the National Vocational Agricultural Teachers' Association petition support from the Agricultural Education Division and AVA for the position that teaching vocational agriculture is a full-time, year-round position and that teachers should be employed on this basis with salaries based on a 12-months equivalency of school-year based salaries.

—that pre-convention meetings of the AVA Board of Directors and Executive Staff and the NVATA Executive Committee be continued at future national conventions.

Officers—1970. President, Millard Gundlach, Montfort, Wisconsin; past president, William G. Smith, East Brunswick, N.J.; treasurer, Sam Stenzel, Russell, Kansas; vice presidents: Region I, Fred A. Beckman, Weiser, Idaho; Region II, W. T. Black, Pioneer, Louisiana; Region III, F. N. Murphy, Madison, S.D.; Region IV, G. D. McDowell, Pikeville, Kentucky; Region V, D. P. Whitten, Centre, Alabama; Region VI, H. E. Teal, Boonville, N.Y.; executive secretary, James Wall, Lincoln, Nebraska.

American Association of Teacher Educators in Agriculture

AATEA Lecture. W. Howard Martin, University of Connecticut, presented the annual lecture on "Agricultural Education: Image and Substance." Agricultural educators can most profitably devote energies to the development of image and substance, a new ideology. The goals implied in our ideology should be clearly linked to national concerns like nutrition, natural resources, environment, and research. A more concerted, conscious effort to shape ideology is demanded on the part of the profession. Agricultural education has a continuing and important place, but it needs leadership in defining its place in our society. An AATEA established commission to study goals for agricultural education was recommended.

Distinguished Service Award. George F. Ekstrom, Emeritus Professor of Agricultural Education, University of Missouri, was awarded the Association's Distinguished Service Award.

Publications Committee. The *AATEA Journal* is to be published quarterly in 1970 as a referred journal; J. R. Crunkilton, Virginia Polytechnic Institute, was appointed Editor. The 1965-67 issue of "Summaries of Studies in Agricultural Education," published under the auspices of AATEA, will be available early in 1970. Plans are being made for printing the 1967-69 abstracts of research in agricultural education. Arrangements have been made for the printing of a recruitment

brochure; the 1969 AATEA Lecture has been published, and a list of assistantships and fellowships in agricultural education, 1970-71, has been prepared for publication in *The Agricultural Education Magazine*. (A. H. Krebs, Chairman)

Committee on Guidelines for Teacher Education in Agriculture. The purpose of this committee, established in March 1969, is to take initial steps on the development of guidelines for teacher education in agriculture. The committee is following the procedures for developing guidelines suggested by the Associated Organizations for Teacher Education. The work of the committee will continue in 1970. (W. E. Drake, Chairman)

Committee on Reimbursement of Teacher Education Programs in Agriculture. During the 1968 convention a committee was appointed to study the problems associated with the reimbursement from federal and state vocational funds of teacher education programs in agriculture. The committee collected data from 58 teacher education institutions which are reported in "An Assessment of Administrative Problems in Teacher Education in Agriculture." Recommendations of the committee are that the AVA Board of Directors be requested to appoint a committee to review policies and procedures for funding teacher education and that AATEA continue to study the funding of teacher education programs in agriculture. (G. M. Love, Chairman)

Resolutions. Resolutions were approved (a) establishing a committee to explore the role of AATEA in the National Assessment of Education, and (b) establishing a commission to study goals for agricultural education.

Officers—1970. President, C. C. Drawbaugh, Rutgers University; president-elect, G. M. Love, University of Missouri; secretary, W. H. Annis, University of New Hampshire; treasurer, I. C. Cross, Colorado State University; historian, G. F. Ekstrom, University of Missouri; regional vice presidents: Atlantic, W. E. Drake, Cornell University; Central, James Clouse, Purdue University; Pacific, Oscar Loreen, Washington State University; Southern, G. L. O'Kelley, University of Georgia.

National Association of State Supervisors of Agricultural Education

Agricultural Education for the 1970's. The report of the 1968 National Outlook Conference on Agricultural Education will be released early in 1970 under the title "Guidelines for Developing Training Programs for Agricultural Occupations." Major recommendations include the following: agricultural education will serve rural and urban youth and adults with a wide range of backgrounds and abilities, including persons with special socioeconomic needs and other handicaps; agricultural education must serve the employment needs for the total industry of agriculture; preparation for careers in agriculture will be included in all types of institutions and programs; teachers in rural communities may conduct diversified occupations programs, exploratory, or pre-vocational programs for non-vocational agriculture students; occupational experience in agriculture is essential for the development of occupational competency; involvement of students in students' organizations is considered an integral part of agricultural education; and instruction in agriculture is only one phase of vocational education. (H. N. Hunsicker)

Panel on Staff Reorganization Affecting Supervision. Since the enactment of national legislation for vocational education in 1963 and 1968, staff reorganization has occurred in the Division of Vocational Education, U.S. Office of Education, and in State Departments of Education. Current staff organization patterns in Texas, California, Illinois, and New York were discussed. Emphasis was placed on the

need for agricultural educators to provide strong, effective leadership at both the state and national levels. (C. M. Lawrence, Chairman)

Projections for the 1970's. The successful farmer of the 1970's must be a husbandman, an efficient buyer, seller, taxpayer, technologist, manager, businessman, and citizen. Teachers will be dealing with more able students and basic subjects will be important. Marketing problems and the role of government are increasing and must be understood. Teachers must keep up to date and should use advisory groups. Vocational agriculture and FFA are not separable. The scope of agricultural education must continue to be broadened to include both on-farm and off-farm aspects of agriculture. (P. Alampi, Secretary of Agriculture, New Jersey)

Officers—1970. President, T. L. Faulkner, Alabama; secretary-treasurer, Julian Carter, Vermont; regional vice presidents: Atlantic, Phillip Haight, Massachusetts; Central, B. E. Gingery, Nebraska; Southern, J. L. Branch, Georgia; Pacific, C. H. Moore, Arizona.

BUSINESS AND OFFICE EDUCATION DIVISION

Proceedings Recorder:
Eva S. Carr
Alabama State Supervisor, Business Education

120/121

POLICY COMMITTEE MEETINGS

Policy Committee Adopts Policies. The Policy Committee of the Business and Office Education Division adopted on December 7, 1969, a set of operating policies for the Division which were submitted to the AVA Board of Directors and recommended for approval. These policies deal with the general purposes of the Division, membership in the Division, Divisional organizations, role of the vice president, role and membership of the Policy Committee, committees, meetings, budgets, amendments, general AVA policy, and distribution of the policies statement.

Highlights of the policies statement included the following statement of general purposes of the Division:

1. Promote high professional standards among the membership
2. Promote an understanding of vocational education, particularly in relationship to the business and office occupations
3. Promote business and office occupations education
4. Disseminate information relating to the activities of the Division and of the American Vocational Association
5. Encourage interrelationships between agencies, organizations, and institutions in business and office occupations education
6. Encourage interrelationships between business and office occupations education and other agencies, organizations, and institutions
7. Promote business and office occupations education programs in preparing people for the world of work
8. Encourage the development of leadership in business and office occupations education.

Other significant statements of policy provide that members of the American Vocational Association who have indicated that they are professionally engaged in or interested in the business and office occupations shall be considered members of the Business and Office Education Division, and that a brochure containing the operating policies shall be printed and deposited with the Executive Director of AVA for distribution upon request.

Policy Committee Elects Members. New members of the Policy Committee were selected to serve until December 31, 1972. These members were: Charles Newman, Missouri State Department of Education; Evelyn Robinson, Westlake High School, Westlake, Ohio; and alternate, Eva S. Carr, Alabama State Department of Education. In addition to the newly elected members, other Policy Committee members and the expirations of their terms are as follows: Joseph R. Barkley, State Department of Education, Florida, 1971; Dr. John L. Rowe, chairman, University of North Dakota, 1971; Walter A. Chojnowski, Wisconsin State Board of Vocational Education, 1971; Dr. William Mitchell, Wisconsin State University, 1970; Arthur Hertzfeld, Director of Vocational Education, Philadelphia Public Schools, 1970; Dr. Bruce Blackstone, Head, Office Occupations Education, U.S. Office of Education; Dr. James Bowling, Muskingum Area Technical Institute, Zanesville, Ohio, 1970; Mildred C. Blair, Supervisor, Business and Distributive Education, Omaha, Nebraska, 1971; Victor Van Hook, State Supervisor, Oklahoma Department of Education, 1971.

BUSINESS MEETINGS

National Association of Teachers of Business and Office Education. The newly-organized group of classroom teachers elected officers as follows: president, Mrs. Evelyn Robinson, Westlake High School, Westlake, Ohio; vice president, Mrs. Letsy Brown, Northwest Alabama State Technical Institute, Hamilton, Alabama;

secretary, Miss Erma Chansler, Tarrant County Junior College, Ft. Worth, Texas; and treasurer, Mrs. Nadine Marcum, Metropolitan High School, Little Rock, Arkansas.

Items of business considered by the group include discussion of the necessity of writing a constitution and plans for the 1970 convention in New Orleans. The membership voted to submit the name of Dr. John Rowe as a candidate for vice president of AVA. It was announced that Mrs. Evelyn Robinson had been appointed to represent the association on the Policies Committee of the Division.

National Association of Supervisors of Business Education. The following officers of NASBE were elected for the next year: Mrs. Rosamund R. Demman, Salt Lake City Schools, Salt Lake City, Utah, president; Merle Wood, Oakland Public Schools, Oakland, California, vice president; Mrs. Ethel M. Plock, Louisville Public Schools, Louisville, Kentucky, secretary; and Mary Madden, New Orleans Public Schools, New Orleans, Louisiana, treasurer.

National Association of Teacher Educators for Business and Office Education. Dr. John L. Rowe, University of North Dakota, Grand Forks, North Dakota, was elected president of NATEBOE. Other officers elected were: William Mitchell, Wisconsin State University, Eau Claire, Wisconsin, vice president; and Don Bricht, Bowling Green State University, Bowling Green, Ohio, treasurer. The executive board members and their terms of office are as follows: Jack Reed, Northern Iowa University, Cedar Falls, Iowa, 4 years; Harry Huffman, Colorado State University, Fort Collins, Colorado, 3 years; Charles Reiged, Memphis State University, Memphis, Tennessee, 2 years; and Ronald Vaughn, Western Illinois University, Macomb, Illinois, 1 year.

National Association of State Supervisors of Business and Office Education. Charles Newman, State Supervisor, Missouri, was elected to replace Dennis Roley of Washington on the AVA Policy and Planning Committee, with Eva Carr of Alabama elected alternate. President Hobart Conover appointed a Constitution Committee consisting of Eva Carr, chairman; Bess Lux, Florida; and Bernard Ohm, Illinois to review the present NASSBOE constitution for possible revision next year.

Russell Mercer, Georgia, representative to the AVA Advisory Council reported the following activity of the Council for discussion:

1. A recommendation that Divisions elect their own vice president
2. A plan for direct billing of AVA dues
3. Reduction of term of vice president from three years to two years.

Each item was discussed, but no action taken.

The association voted to urge the USOE to hold one annual meeting of State Supervisors and one for supervisors and teacher educators, both to be funded by USOE.

A discussion regarding the progress of the New Office and Business Education Learning Systems (NOBELS) led to the passage of a resolution to support the dissemination of the NOBELS materials. Names of organizations willing to sponsor such dissemination may be sent to Hobart Conover, New York State Department of Education.

Officers elected for 1970 are: Hobart Conover, New York, president; Marguerite Crumley, Virginia, vice president; Ruel Falk, Wisconsin, secretary; and Charles Bright, Kentucky, treasurer.

PROFESSIONAL MEETINGS

Programs Spotlight New Program Design. Speakers and panels focused on new program design and organization throughout much of the conference. John Lee,

State Supervisor in Indiana, outlined an organizational plan for a cooperative education program, emphasizing as essential to its success the setting up of step-by-step training plans, the review of such plans, the arrangement for and follow-up of each trainee, interviews, cooperative evaluation of the student's progress in the training agency, and *specific* related classroom instruction which is directly *related* to the student's educational program. He stated that the essential ingredients of an educationally sound cooperative program are teacher coordination time, training agreement, and specific related classroom instruction.

The contention that a cooperative program, combining classroom instruction with on-the-job experience, is a superior method of preparing young men and women for gainful employment was expressed by another speaker, R. C. Van Wagenen, Chief, Bureau of Business Education in California. He stated that business occupations offer the greatest single opportunity for cooperative programs because the business occupations have the greatest variety of job experiences of any single occupational pursuit. Mr. Van Wagenen reiterated the ingredients of a sound cooperative program outlined by Mr. Lee and, in addition, included the necessity of relevance between the student's total educational program in the school and on the job. Quality controls which Mr. Van Wagenen recommended to be built into the program were: reasonable assurance of student interest and ability to profit from the experience; classroom instruction designed to the level and ability of the students, and squaring the requirements of entry-level jobs; and good relationships between the school, the employer, and the student.

Mrs. Rose Ann Davis of Roxana, Illinois described a modified cooperative plan suitable for a small community in which students receive simulated office experience in a school laboratory situation, followed by work in various school offices.

Marguerite Crumley, State Supervisor of Virginia, discussed the problem of program design for urban areas. She suggested that the city provides a greater challenge to business educators than do rural areas. The city provides jobs requiring more specialization, jobs of greater variety and at various levels of difficulty. In addition, personnel officers of large urban-based firms have preconceived notions about job placement and tend to place entry workers at lower levels of office work which do not allow them to fully utilize their skills. Miss Crumley stated that rural vocational students are generally of lower ability than those from urban areas, necessitating a different orientation and approach to the business world. They need well defined goals and sub-goals. They need a variety of teaching methods and materials. A variety of special programs—including cooperative office duplication, office filing, data processing, and clerk-typist's programs—for students in the urban areas were described. Special accelerated programs are available for students who have pursued a college preparatory curriculum but need marketable skills. Accelerated programs are sometimes offered in summer sessions. Miss Crumley suggested that the resources for summer programs have not been tapped. Improvement centers in some urban schools provide additional tutorial assistance before and after school.

A plan to take vocational education into all the correctional and penal institutions of a state was described by Eva S. Carr, State Supervisor of Alabama. She described a cooperative plan of vocational education for handicapped and disadvantaged which provides for the sharing and the utilization of the funds, the facilities, and the expertise of Vocational Education, Vocational Rehabilitation, Special Education, and various other agencies concerned with education and manpower training. Major problems in designing programs for the handicapped and disadvantaged entail identification of persons to be served, identification of appropriate methods and materials, evaluation, and initiation of local concern. Mrs. Carr concluded that the development of programs for the disadvantaged and handicapped might lead

to a major change in the role of state education agencies—from the role of the agency which approves plans to the agency which stimulates concern for equality of educational opportunities for all people.

The New Office and Business Education Learnings System (NOBELS), based on performance goals derived from thirty-one major functions served by office tasks, was described by Dr. Frank Lanham, Michigan State University. It is the purpose of the NOBELS project to define a comprehensive, coherent, timely set of behavioral objectives for office and business education in public schools which can be approved by the business and office education profession and which are derived by explicit analysis of the performance requirements of tasks and of social roles in current and emerging occupations. The thirty-one functions which have been identified through interviews with supervisors and employees in 1,232 jobs are: cost accounting, payroll accounting, receipts, disbursements, financial entries, sales accounting (accounts receivable), credit rating and information, purchasing accounting (accounts payable), miscellaneous purchasing accounting, banking, EDP (key-punch and verifier), EDP (computer operation), EDP (sorting, collating, interpreting, and reproducing), EDP (programming), EDP (coding), personnel, medical, production, purchasing (outside company purchases), inventory, shipping, receiving, sales, client-related services, services (non-client-related), typing, oral communication, filing, mailing, duplicating, and miscellaneous and multiple services. It is expected that NOBELS materials will be ready for use for the 1970-71 school year.

The advantages of flexible modular scheduling were explained by Julian Demeo, Jr., principal of Wayland High School, Wayland, Massachusetts. He described vertical and horizontal modularity, providing for varying lengths of time and number of days of instruction. Flexible scheduling allows schools to meet needs of classes varying in size, from large to small groups. Douglas W. Hawkins, principal of St. Peter's Boys' High School, Gloucester, Massachusetts, added to the advantages of flexibility in class size and length of time, the dimension of individualized study. Unstructured mods replace study halls and provide time for guidance, consultation, working alone, and individualized use of facilities. Major advantages of flexible modular scheduling, according to Mr. Demeo, are adaptability of course structures to the needs of each particular discipline, freedom and responsibility for students, individualization of instruction, and participation of students in their own educational process.

Special Emphasis on Programs for the Disadvantaged. Special programs for the disadvantaged were discussed by Eli Cohen, executive secretary, National Committee on Employment of Youth; Dr. Robert Schultheis, University of Southern Illinois; Marion Warner, Supervisor of Business Education, Philadelphia School District; Eva S. Carr, Alabama State Supervisor, and Dr. Charles Long, Washington Technical Institute. Mr. Cohen spoke of the unwillingness of employers to hire the disadvantaged and handicapped. He said educators could improve this situation by letting the employers know that they can turn to the teachers when the former students need help on the job. Dr. Schultheis discussed innovative methods of instruction and patterns of organization to meet the needs of the handicapped. Flexible scheduling, self-instruction, contract plans, self-pacing, self-initiated testing, one-to-one counseling, student responsibility for learning, ungradedness, behavioral objectives, flexible entrance-exit, use of laboratories, use of paraprofessionals, block scheduling, zero failure, programmed instructional materials, and use of developmental reading laboratories were suggested as methods of meeting the varied needs of disadvantaged. Mrs. Weaver emphasized the need for an administration that will give credence and support to such programs for the dis-

advantaged. She suggested that it is even more important that such programs begin earlier and extend over a longer period of time than programs for the non-disadvantaged.

Mrs. Carr's presentation dealt heavily with the necessity of job analysis to determine the kinds of jobs which could be successfully filled by individuals having particular handicaps or disadvantages. She stressed cooperation with other concerned agencies in developing programs in order to get maximum results. "It is imperative," she stated, "that state education agencies assume the responsibility for leadership in initiating local concern for equal educational opportunities for all Americans and for excellence at all levels."

Instructional Methods Studied. Josephine Sawaia, of Scottsdale High School, Scottsdale, Arizona, spoke of individualized instruction as a method of bridging the gap between classroom instruction and the initial job. She recommended such individualization as the best means of moving each student from where he is to where he wants to be, with learning experiences organized around the needs, desires, and abilities of the individual student. In addition to "core" or "cluster" content which must be included in each student's curriculum, she stressed the importance of supplementary instruction toward specific, individualized goals, best handled through a block-time approach.

A multi-media approach to teaching skills was described by Marianne Icenogle, University of North Dakota, and Mary Margaret Brady, South Illinois University. Miss Icenogle told of research proving that through a multi-media approach eighty-five per cent of students could master eighty per cent of objectives. She offered the proposition that this constitutes a giant step toward achievement of maximum learning. Through utilization of a systems approach to teaching, Miss Icenogle stated, the student masters one performance goal before moving to another; the student can progress at his own rate; and three levels of instruction can be conducted simultaneously. The dropout rate, particularly in shorthand, is significantly reduced. Teaching is approached in the same way a scientist approaches a research problem. The problem is clearly defined, and materials and methods made available for finding its solution. Miss Brady discussed the variety of instructional equipment needed for realistic instruction. She emphasized the need to teach process as well as machine manipulation and cost analysis of various processes.

New Thrust in Teacher Education. Dr. John L. Rowe, University of North Dakota, presented guidelines for a teacher education program for business and office education. Primary guidelines were as follows: (a) a philosophy of total vocational education must be developed, (b) office education, administrators, and guidance counselors should be knowledgeable of the contributions of vocational education to society, (c) an appreciation of the one-to-one relationship in teaching must be developed, (d) meaningful occupational experience for pre-service and in-service office education teachers, and (e) preparation of office education teachers to work with students having special needs.

Private Business Schools Lead the Way in Office Education. Danna Hart, executive secretary, Accrediting Commission for Business Schools, spoke on the importance of accreditation of private business schools. He stated that the real purpose of accreditation is to help good schools become better and to further professionalize the field. He described accreditation as a "tool for self-improvement", and described the modern world as a "credentialed" world, crying out for a set of standards across the nation in all fields—education included—which guarantee, in effect, that persons or institutions have met these standards.

Innovations in Vocational Office Education. Dr. John L. Rowe stated that the Vocational Education Act of 1963, with its Vocational Amendments of 1968, provides almost unlimited opportunity for innovation and creativity, and for the expansion of relevant vocational education programs in office education. High on priority for funding will be programs involving academically, socially, economically, and culturally disadvantaged students; special educational needs of physically or mentally handicapped; cooperative approaches to education; exemplary programs; teacher preparation; and research.

Types of programs in business and office education which Dr. Rowe recommended as appropriate for high funding priority were model offices and truly simulated projects. He suggested that a model office program should include a carefully planned sequence of activities coordinated to reflect breadth and depth in office activities. Realistic simulation projects should represent the types of business where students are apt to find employment. Materials need to be developed for such types of business as insurance, banking and finance, law, medicine, manufacturing, and transportation. Units should include receptioning, telephoning, composition activities, decision activities involving judgment—along with the usual special forms associated with these activities.

Dr. Rowe described a project being developed which will include a descriptive study of techniques and materials to be utilized in training non-sighted persons in a stenographic curriculum in the secondary schools within a regular business education department.

Another area which Dr. Rowe mentioned as needing high funding priority is in the area of determination of job opportunities in office occupations for the mentally retarded (I.Q. ranges of 75 to 90) and the preparation of materials for such individuals. He also emphasized the necessity of determining specific skill requirements for job entry positions and additional training necessary for advancement on the job.

Dr. Rowe spoke of the urgent need to prepare vocational education administrators, supervisors, and college teachers of general vocational education. He expressed the belief that the lack of trained personnel in these areas is the major hang up in vocational education. "All too many of our vocational administrators and other personnel are representatives of specialized fields in vocational education. What we need is breadth of training."

DISTRIBUTIVE EDUCATION DIVISION

Proceedings Recorder:
Gail Trapnell

*Curriculum Specialist, Distributive Education
Florida State Department of Education*

128/129

DISTRIBUTIVE EDUCATION DIVISIONAL POLICY COMMITTEE

December 5

The Policy Committee of the Distributive Education Division was called to order by the Chairman, Mrs. Edith Patterson, at 9:00 a.m. on Friday, December 5. Major reports presented to the Committee included the AVA Program of Work, Publications, the DECA 1970 Program of Work, Operating Policy Revision, 1969 AVA Convention Program, and a report from the United States Office of Education.

A five-year program of work has been developed for the AVA for 1970-1975. Every organization affiliated with the AVA will have the opportunity for in-put into this program which focuses on two crucial aspects of vocational education: planning and evaluation.

Mrs. Patterson reviewed congressional action on appropriations for vocational education, stating that although the total amount requested by the House was raised considerably, the appropriations bill is still in the committee of the Senate. Reference was made to the second report of the National Advisory Council on Vocational Education, Vocational Education Amendments of 1968, Public Law 90-576, published November 15, 1969. Mr. Lowell Burkett stated that he was very pleased to have the Council add the following statement in the report:

"We favor a separate Department of Education for only in this way will education speak in concert with labor to meet the critical needs of the country for vocational and technical education as career preparation. Until that organization is achieved, we recommend that the position responsible for vocational education in the Office of Education parallel as nearly as possible the position responsible for manpower training in the Department of Labor."

The motion was made, seconded, and passed that the Distributive Education Policy Committee go on record as accepting the nominating of Division Vice Presidents as prescribed in the present AVA Bylaws.

The motion was made, seconded, and passed that the Policy Committee approve the "position paper on Distributive Education" with editorial privileges granted to Dr. Harland Samson, but with no substantive change in content.

The application of the National Association of Management Educators for admission into the AVA through a division other than Distributive Education was discussed. The Distributive Education Policy Committee took the position that the National Association of Management Educators (NAME) should not be recognized as a separate professional organization within the AVA. The members of this organization are involved in marketing management education at the post-secondary level.

Since middle management is a level of instruction and not a separate discipline area within itself, we feel that the new structure of the AVA provides both a divisional and departmental category for this group to identify with. In addition, the Policy Committee feels that NADET can and does provide for professional development and growth for *all* those involved in distributive education and/or marketing programs at the post-secondary level.

New appointees to the Distributive Education Policy Committee for a three year term, beginning January 1, 1970, include: T. Carl Brown, North Carolina; Blanche M. Curran, Pennsylvania; David Jensen, Iowa; Dr. Neal Vivian, Ohio.

PROFESSIONAL MEETINGS—DISTRIBUTIVE EDUCATION DIVISIONAL MEETING

December 6

A. Secondary Program

Theme: Curriculum Innovations in Distributive Education

1. "Curriculums for the Disadvantaged Youth in Distributive Education,"
Delores S. Bradley, Distributive Education Coordinator, Western-Olin High School, Birmingham, Alabama.

"The disadvantaged youth has been identified as the youth with a limited cultural background, low income, slow or mentally dull, or poverty stricken." Regardless of background, "all distributive education students need to know the basic techniques of selling, though some students are not involved directly in selling.

"Because of the inexperience of the disadvantaged youth in salesmanship, the student must be taught how to converse with the customer and learn the customer's needs, interests, and wants. Personalities of the customers must be keenly observed by the disadvantaged student in order that a good job of salesmanship might take place. In the classroom, the teacher-coordinator must dwell on the point of all students being good listeners. This might be done through role playing in the classroom.

"In using a course of studies which is designed for the average student in Distributive Education, the curriculum must be changed to meet needs of the disadvantaged youth. The principles are the same in salesmanship for anyone who chooses areas of marketing as a career. The disadvantaged youth must establish self-confidence in order to answer customer objections. The disadvantaged salesperson must learn to speak with authority. This authority is gained from product knowledge. He must not hesitate, for this shows a lack of knowledge and, perhaps, his inability to sell. He must never make false claims about the product for this certainly will be bad publicity where the customer is concerned.

"The trial and error method is frequently used with the curriculum for the disadvantaged youth. This requires plenty of time and effort if the youth is expected to take his place in society and become a productive individual."

2. "Task-Oriented Curriculum," Laura H. Murphy, Distributive Education Coordinator, Union High School, Clinton, North Carolina.

"All of us know that one of the most basic facts of teaching is that children learn by doing. All too frequently we do not plan for learning activities and resort to telling and lecturing our students. The course that I am going to emphasize today, Advertising Art, provides many excellent opportunities for student activity and creativity.

"The outline for this course on Advertising Art looks much as the outline for any other course. Our planning calls for beginning with units on 'Why Study Advertising' and 'An Overview of Advertising' which includes the economic background, the history, and a brief introduction to the basic tools of advertising. A number of skills can be profitably initiated at this stage and developed on a spiraling basis throughout the year. There are also units on 'The Psychology of Advertising,' 'Market Segmentation,' 'Media'—which emphasizes newspaper layout but provides opportunity for work in other areas, and 'Advertising Art' which includes lettering, color, balance design, perspective, and fashion sketching.

"The heart of the course is the 'The Learning Guide' which we chose to call 'Where the Action Is.' This can and should be utilized in a way to provide for wide differences in students—their abilities, interests, and working speeds. The student learns by completing all of the required actions and as many of the optional ones

as possible. The teacher should avoid lecturing as much as possible; demonstrations, particularly on an individual or small group basis, are much more effective. Students should have a choice of activities as often as possible. The use of texts and references should be encouraged to facilitate assignments rather than as an end in itself. Provision should be made to assure that there are some assignments which every student is capable of completing satisfactorily and some which will challenge even the best student. The finished products should be displayed as often as possible, not only in the classroom, but in other areas of the school.

"One of the main objectives of this course is to develop creativity. Various types of 'way-out' activity can start some original thinking—which is all too infrequent these days.

"My system for planning this type of course is very similar to those found in many books on educational methods—the key difference being that the emphasis is continually placed on what the student, rather than the teacher, is concerned with doing. Briefly stated, here are the steps you might follow:

- a. Decide upon the unit with which you are going to work.
- b. Determine the objectives which you are trying to achieve—in terms of knowledge, skills, and attitudes.
- c. Make an outline covering material which you want students to learn.
- d. Develop a series of activities which will take the student through the desired learnings and activities. Emphasis should be on what the student does—not what the teacher does. Decide which activities are to be basic for all students and set up others which can be used to 'tailor-make' the course to individual needs and differences. Analyze the activities you have selected and determine what role you as the teacher will have to play in each situation—always remembering to de-emphasize teacher control and to emphasize 'learning activities' by the students.
- e. Determine the methods of evaluation you plan to use for the unit. Each student should be able to achieve success in something, and each student should be challenged to do his best.
- f. Collect the references and materials which will be needed for the unit. Much responsibility in this can be placed on the student.

"Challenge students to explore and experiment in an area in which they are interested, and you're almost sure to come up with students who are going to do, and through doing, learn."

3. "New and Innovative Programs for Present Cooperative Distributive Education Programs," Don Dekker, Distributive Education Coordinator, Jenks High School, Jenks, Oklahoma.

Supermarket Checker Education

This program was prepared as a joint effort by the Supermarket Institute, National Cash Register Company, and Distributive Education. Field tested by the Distributive Education Department of Western Michigan University in Kalamazoo, the program covers 80 hours of instruction and is complete with references, films, filmstrips, transparencies, and aptitude tests. Although originally offered at the adult level of instruction, this program will be offered as an early summer course to those students in the Tulsa, Oklahoma area who have pre-enrolled in a Distributive Education co-op program for the following year and who have designated food distribution as an occupational objective.

Oklahoma School for the Blind

The Oklahoma School for the Blind is a boarding school with an enrollment of 130. Twenty-eight of these students are enrolled in Distributive Education. Problems are many, but the rewards are tremendous. Two of the major problem areas:

(1) Prospective training station sponsors feel inadequate to lead in the training, and
(2) Travel to and from the training station is difficult.

Service Station Programs

In Memphis, Tennessee, the voluntary oil association has an exploratory pilot program in service station management. In cooperation with the Distributive Education programs, the association plans to train 25 to 75 boys who express a desire in service station management. These companies plan to use those educational-training facilities which have been used by adults, and plan to keep the students in their training program after graduation from high school.

Russell High School, Fulton County, Georgia

Faculty and administration selected a number of students who were potential dropouts because of age—ranging from 17-20 in grades nine through twelve. These students possessed intelligence quotients in the 90-117 range and were definitely underachievers. Twenty-four students were enrolled in the class; 19 finished, with others moving away, etc. These students were taught by the project method, using numerous field trips, and were placed on jobs after regular school hours.

Using Video-tape

- (1) In Sales Demonstrations—the unit on selling is culminated with a sales demonstration—role playing involving a salesperson and one or more customers. Upon completion of the demonstration, the tape is played back so that both customer and salesperson can view and hear the performance, noting any annoying habits or mannerisms which might affect the outcome of an actual sale.
- (2) In Advertising—in teaching television advertising, one item of merchandise is selected and accompanied by a script of 30 or 60 seconds. The commercial is presented to the class using props, cue cards, etc., and is taped.
- (3) Resource Speakers—with video tape, the teacher can record the original presentation made by the resource speaker, and this can be played back to other classes and/or saved for use in the next year's program.
- (4) Job Interview—record practice interviews during the orientation period. Involve a local personnel manager in the role of interviewer.

Grading System

- (1) Sign an attendance sheet on the bulletin board.
- (2) Pay \$1.60 for attendance in class.
- (3) Deduct 60¢ for tardiness.
- (4) No pay is given for excused absence unless on a school-sponsored trip.
- (5) Tests missed for an excused absence may be made up.
- (6) Assign a dollar weight to each class assignment, project, examination. (Examples: \$10 for a weekly test; \$50 for a merchandise manual, \$10 for an ad layout)
- (7) For six weeks grade, issue a check (withhold taxes); assign a letter grade for the benefit of the parents and the administration.
- (8) For semester grade, issue a W-2 form.

4. "New Innovations in Preparatory Programs," Monte Hottman, Distributive Education Coordinator, Wausau Senior High School, Wausau, Wisconsin.

Starting in 1967, Wausau High School in Wausau, Wisconsin, experimented with the idea of offering distributive training to students in various areas within the technical school. Initially, students in the Food Preparation Department were sent to Distributive Education for cashier training. Later the program was expanded to include the bakery students within the Food Department. Bakery cases were purchased and the program was expanded to include some counter sales training. One

student who had had the training was held over to instruct during the next term. This "peer learning and teaching" under the supervision of the Distributive Education Department was very effective.

In 1968, a survey revealed the need for a course in automobile parts and accessories which would not only supplement a student's earning ability, but also provide the student with a basic entry job skill either in the petroleum industry or in automobile parts. Thus, a pilot course of four weeks was designed. No selection procedure was used and no cooperative work experience was provided. Later the program was expanded to include the cooperative feature. Today the program is quite successful.

B. Post-Secondary Program

Four major topics were posed in the post-secondary program of the Division, these being: "Evaluative Criteria for Post-Secondary Programs," "Innovations and Curriculum Development," "New Concepts in Cooperative Programs," and "Student Selection and Recruitment." Short presentations were given, followed by group discussion.

One of the most important evaluative criteria for determining program success is the employment of the students upon graduation. How many students remain employed in an occupation related to their previously declared career objective and area of academic training? Other important criteria include the number of referrals by businessmen, former students, and high school personnel.

Each program should include electives in order that it be tailored to individual needs. In addition, coordinated work training should be required of all students enrolled in a program. Moreover, the occupational experience should be in an occupation specifically related to the student's career objective. The core curriculum and the occupationally related course work should be integrated and coordinated with the student's occupational experience.

In regard to innovative curriculum development, there was general agreement that post-secondary programs must focus on the needs of the local community. Therefore, it is difficult to devise a model post-secondary program which will be applicable throughout the nation.

In discussing new concepts in cooperative programs, it was generally agreed that programs of less than two years duration should be implemented and increased. The number of specialized programs should also be increased in order to better meet the occupational needs of the individual students. Various qualifications for acceptance of students into post-secondary programs were discussed. The most important qualification is that the student have a definite career objective. Some participants indicated that tests were used in student selection. However, most institutions represented at this session have an open door policy of student admission, and the tests are merely used as counseling tools.

C. Adult Program

Theme: Adult Education to Meet the Needs of Distribution

Paul Hartman, Distributive Education Supervisor, Arlington, Virginia, addressed himself to the topic, "Recruitment and Development of Part-time Instructors." He stressed seven major points in his presentation, including: avoid technical terminology, adapt the training content to the time available, make the training specific, encourage learner participation, use visual aids, provide for further study, and carefully evaluate the program.

Dwayne Tucker, Distributive Education Supervisor, Memphis, Tennessee, presented a review of the Third National Adult Distributive Education Conference held in Memphis, Tennessee in January 1969. The theme of the conference was

"Setting Your Sights On The Seventies." The two major purposes of the conference were:

1. to discuss ways to implement provisions of legislation relating to Distributive Education services for out-of-school youth and adults.
2. to identify possible solutions to provide adult distributive education services to individuals in the metropolitan area.

The conference was organized around three areas of training needs: unemployment to employment, employment to supervision, and moving to business ownership.

In summarizing the views expressed by the groups, Mr. Tucker stated that there was unanimous agreement on the importance of an adequate adult distributive education program to serve the out-of-school youth and adult in the metropolitan areas of our nation. It was also indicated that such a program should extend the full continuum—from basic employment to business ownership. The participants agreed that there are many similarities in problems in all three of the areas of program, promotion, and personnel. Problems were identified which were peculiar to these areas, and it is here that we need to focus our attention.

Finally, everyone agreed that we are faced with very real problems in providing adequate programs in distributive education in the metropolitan areas. We must continue to offer our "regular programs." But if we don't respond to the "special needs area," some other agency will respond, and it will be given the opportunity to handle all our programs.

"Curriculum planners for adult education must start with basic educational discussions which lead to sound educational policies. The policies must take into account at least four determinations: the nature and needs of a society, the nature and needs of the learner, the nature of the learning process, and the nature and role of the teacher.

"Our future success will depend on our ability to provide the vehicle and the way to gainful employment for those underdeveloped people in our society."

PROFESSIONAL MEETINGS—DISTRIBUTIVE EDUCATION DIVISIONAL MEETING

December 7

Theme: New Directions for Distributive Education—What We Must Do

Two speakers addressed the Distributive Education assembly on Sunday afternoon, December 7, the first being Dr. Leon P. Minear, Director of the Division of Vocational and Technical Education, Department of Health, Education and Welfare, Office of Education in Washington, D.C. Dr. Minear stressed the necessity for a strong, comprehensive program of vocational education in today's world, since students must be taught something that is relevant, something that is practical, something they can use. "Our main trust needs to be a broadening and an intensification of education for our young people and reassignment of values in our school system today."

Miss Mary V. Marks, Program Officer for Distributive Education, in the Bureau of Adult, Vocational, & Library Programs, Division of Vocational & Technical Education, U.S. Office of Education in Washington, D.C. was the second speaker. A summary of her remarks is presented here:

Currently there is wide interest in the history of distributive education. This recognition of a meaningful past is especially gratifying at a time when new directions for distributive education are being explored.

Our distributive education pioneers had diligence, initiative, vision, and belief that vocational education for the distributive occupations was to be a continuing

process in the life of youth and adults. The distributive education program had no past when these leaders approached their task of developing high school, post-secondary and adult instruction in marketing, merchandising, and management. They were searching for the present.

Today we have additional dedicated leaders, new levels of leadership, and the beginning of a maturity that sees the present as the pathway to the future. But what about the past? Do we just document it as a historical record? Or do we try to understand it, finding out why decisions were made and under what conditions? Do we also activate the past and use it as background for today's decision-making? The latter would appear to represent the soundest motivation towards compatibility rather than conflict with the past.

"New Directions for Distributive Education--What We Must Do" is the theme for these discussions. It is to be hoped that actions suggested may be received in a climate of two possible responses--"Why not?"--to represent progress through change; and "Why"--to represent the verity of past experiences.

What must we do? It is my view that there are four areas requiring our immediate attention. We must (a) examine our beliefs about distributive education, (b) identify with priorities in education and vocational education, (c) learn to compete, (d) think first about students.

Examine our Beliefs About Distributive Education

Until we rethink what we really believe about distributive education and our responsibilities to our profession, it will be most difficult for us to find a self-concept which will stand up under the pressures of our times.

We are passing through a period of crisis of leadership and trust in our world today. This spills over into all institutions creating polarization, role changes, new status symbols, and self-seeking activities.

Unless we have the security of our own convictions, we will surely run the danger of conflict between our "kinship group" and the larger and "less personal society". Distributive education and vocational and technical education are far too important to the lives of our people and our nation to permit us the folly of self-deception and immature reactions.

What we must do? We must strengthen our professional organizations and encourage them to assume a greater responsibility for leadership. Regardless of our level in an administrative structure, new titles, new emphases, NASSDE, NADELS, NADET, CDTE, and the Distributive Education Division of AVA can safeguard our educational capability and vocational purpose. These organizations together with our youth group, DECA, will serve as insurance policies, giving us personal identity and visibility through their programs of work.

We must present a positive image of distributive education, realizing that what each of us does and says will spread quickly to other districts, institutions, and states. Every teacher-coordinator, every post-secondary student, every cooperative training sponsor, every adult supervisor--everyone, no matter what his purpose in distributive education, influences the destiny of vocational and technical education. People are listening. The implications of our response to their interests are more than of the moment.

We must get our beliefs into the literature and into the hands and minds of thought leaders in education and marketing. We need articles in vocationally-oriented journals and newsletters, and we need bulletins and brochures to distribute. We need platforms for ourselves and for others to give their testimony about our products and the career opportunities we represent. Our mission requires each of us to give audio, visual, written material to state and local decision-makers, to

lay and professional associations, to trade and related interest groups. This we must do on behalf of the youth and adults vocational education serves.

Identify with Priorities in Education and Vocational Education

The second action area for our immediate attention is to identify distributive education with priorities in education and vocational education.

In his statement concerning goals for the U.S. Office of Education in the 1970's, James E. Allen, Jr., Assistant Secretary for Education and U.S. Commissioner of Education, set the framework for priorities. He indicated that we are being forced under pressure from many sources—political, economic, social and moral—to move, to take corrective action, or to face disaster. As a result activities of the Office of Education will be in accordance with the following three broad goals:

1. The development of a nationwide strategy for maintaining a continuing process of improvement and relevance in American education. (This highlights the need for research, materials development, demonstration, evaluation, dissemination).
2. The elimination of failures with respect to the education of the disadvantaged.
3. The provision of adequate human, material and financial resources and their more effective distribution in relation to educational need. (This focuses on the social and economic environments in which education is provided).

Priorities in vocational and technical education are implicit in the Vocational Education Amendments of 1968. The legislation gives special attention to planning, to eligibility for Federal dollars, to funds set aside in the permanent program, and to separate authorizations for selected developmental emphases:

1. State and local planning activities should draw on the expertise of many publics, agencies, and organizations in the expectation that greater involvement will enrich and make more relevant programs and procedures in all aspects of vocational education.
2. Cities and neighborhoods with concentrated populations, communities with high youth unemployment and excessive dropout rates and economically distressed areas will receive special and favored consideration in the allocation of Federal funds.
3. At least forty percent of the expenditures authorized in the permanent vocational education program will be set aside for instructional purposes related to the needs of disadvantaged youth and adults—15%; post-secondary students—15%; and handicapped persons—10%.
4. Special authorizations are earmarked for research and training in vocational education, exemplary programs and projects, consumer and homemaking education, cooperative vocational education programs, curriculum development, vocational education leadership and professional development, work-study programs, and residential vocational education.

Commissioner Allen's priorities for education and those mandated by the Congress comprise one hierarchical arrangement. An additional point to be made is that there are many levels of goal setting and planning, for example, State, district, and school; or vocational education, distributive education, adult distributive education. Each within its framework of responsibility sets priorities. I would submit, however, that there must be consistency in the hierarchy of priorities if those at any level are to be achieved. Further, perceptions of success or failure will be determined to the degree that program outcomes are significant in the hierarchy of priorities.

What must we do in distributive education? We must evaluate our planning against established priorities, we must involve ourselves and our program with others participating in similar priorities. We must interpret the contributions our

capabilities and achievements make in the whole process of goal setting, implementing, and evaluating vocational and technical education.

Learn to Compete

It seems ironic to label my third major point, "learn to compete." Yet competition, which is of the essence of marketing and distribution, has not had a like centrality in the development of distributive education's role in vocational and technical education.

We must learn to compete for the resources required to mount quality programs and services for all whose work and careers will be found in marketing and management. An adequate budget will include provisions for instructional staff, for space in educational facilities, for representative equipment, and for the materials of learning and teaching. We must compete for our own leadership personnel and for assignment to decision-making teams. And we must compete for the time to do the job, to have available the number of hours needed each day to keep distributive education abreast of trends in education and marketing.

Back up data will be essential. Your opinion, my opinion or tradition does not speak with the authority of facts gathered and collated. What must we do? We must individually accept the role of "researcher," "disseminator," and "interpreter." We must concern ourselves with surveys, comparative investigations, descriptive studies, demonstration projects, and scientific research as a regular aspect of our professional responsibility. Back up data can be the only valid basis for competition within vocational education.

There are many areas needing systematic study and interpretation. Perhaps one of the most important is the analysis of the current status of and projections for employment in the distributive occupations. As educational planners, we are aware that clusters of jobs within a product or service-oriented business provides a meaningful framework for securing data about employment trends in marketing. However, most surveys now being made to collect distributive manpower information are developed around separate occupational titles. We need to hold our associates at all levels in the Training and Employment Service of the Manpower Division of the Department of Labor and other labor force analysis to adjust their survey instruments and techniques and give us data about jobs clustered at given levels of complexity within a classification system similar to that used by the Census of Business of the U.S. Department of Commerce. We must involve our trade associations in this endeavor. We probably also should reorient our own community surveys so that employment needs as well as cooperative training stations are projected.

Surely, if we are to compete successfully, we must have more information about distributive education in action. We must be able to point to outstanding programs and provide the details about what makes them unique, the characteristics of the students, the size of enrollments in relation to the capacity for enrolling students, the rate of retention in the program, special teaching techniques and learning materials. We must know the costs of providing instruction, how this compares to other subject areas; the relative amount of time devoted to group, individualized, project and cooperative instruction, and the cost factors involved.

Finally if we are to compete we must identify the distributive education program more specifically with the types of businesses which provide employment. Recent conversations with students and businessmen make me conclude that we should look for possible deficiencies in program presentation. Distributive education students when asked how they would increase interest in distributive education told me that most students thought the program was a way to get a job. They suggested that the program should be identified by types of businesses—grocery training, apparel merchandising, service station operation, department store retailing. One

recommended that the school handbook of courses should list distributive education in this way. Some businessmen told me that they felt the program was good for the community and that they were glad to judge contests and employ part-time distributive education students. They did not communicate to me, however, any real perception of the program as being specifically designed to prepare students for careers in their lines of business.

We might ask ourselves what our administrators, guidance counselors, faculty associates, and program planners think about the distributive instructional program if some of those directly involved with the program only understand part of the story. Half-truths make for poor competition.

Think First About Students

My fourth recommendation for action is to think first about students. This is not to say that students have not been the motivating force in the expansion and development of distributive education. It is to say, however, that what is best for students, *all* prospective students, is best for distributive education. Let us be sure then that the interests of the adult leaders in distributive education—teachers, supervisors, teacher educators, advisors, and sponsors—are subordinated to the needs of students.

What must we do? In my opinion we must expand our concepts about the curriculum and instructional programming. We must move beyond the generalized distributive education course concept and recognize that distributive education is an umbrella designation for a variety of instructional programs, any one of which, but not all, is of interest to potential students. We need also to direct our attention away from retailing, which is a gross classification for the variety of stores on Main Street, and away from mid-management, which is a gross classification for duties performed in liaison with owners and proprietors of a variety of marketing establishments.

I believe students' needs dictate that a commodity system, not a diversified or functional system, should be adopted as the guide for sequencing learning experiences through distributive education. We must strengthen the visibility of the multi-options available to students preparing for initial employment or wishing to upgrade their current performance skills. These options are reflected in the distributive education taxonomy: advertising services, apparel and accessories, automotive, finance and credit, floristry, food distribution, food services, general merchandise, hardware, building materials, farm and garden supplies, and equipment, home furnishings, hotel and lodging, industrial marketing, insurance, international trade, personal services, petroleum, real estate, recreation and tourism, transportation.

We must also reach students earlier in their educational experiences in order to build their awareness of the opportunities and requirements in specific distributive industries. This certainly indicates the need to develop closer ties with and services to guidance and counseling personnel from elementary through post-secondary and adult levels of education. It also indicates that career ladders need to be identified in such a way that career choices and initial job choices may be made by students with some confidence in the array of information available to them.

Thinking first about students will require us to specify for each instructional sequence the level of occupational expertise that may be expected to be achieved. Programs of study must be so designated that a student knows, for example, that he is preparing for jobs at the threshold level of responsibility in the hardware field, if this is the case, or that the distributive curriculum in which he is enrolled leads to qualifications needed by management trainees for the hardware field.

Ideally, of course, students will be grouped together for the program in which they are enrolled. However, the important concept is not the way they are to be

scheduled but that there is a learning direction recognized by the student and the teacher.

Advances in educational technology into such areas as programmed materials, computer-aided instruction, and closed circuit television, together with the broadened perspectives for cooperative education and employer partnerships with the schools, suggests the possibility of implementing several different instructional programs in the same physical environments without creating barriers to the motivation and learning patterns of students.

We can be sure, however, that we must give massive emphasis to curriculum and materials development and to demonstration, and that students, employers, and teachers must share with curriculum specialists and researchers the task of creating these teaching and learning tools.

"New Directions for Distributive Education- What We Must Do" has been the theme of this presentation. It is my conviction that distributive education does indeed have the opportunity to bring new hope and meaning into the lives of students and adults seeking worthy and satisfying employment situations. We have good capability now, and it will be out of this capability that new directions for distributive education will be developed.

What must we do? I have cited four factors which I believe must be integrated into each individual's distributive education action program: (a) We must examine our beliefs about distributive education. (b) We must identify the program with priorities in education and vocational education. (c) We must learn to compete for resources--to present distributive education as a valid instructional opportunity in vocational and technical education. (d) We must think first about students in all our decision-making about the curriculum and the structure of the program.

Not much lead time remains. In fact much is already taking place over which we have little or no control. However, if we begin now to do more different things, we will learn to do more things differently. The pace of improvements and adjustments will accelerate, once a new start is made.

Why not commit ourselves right now to progress through change? *Why not* evaluate new directions in terms of the principles and procedures set forth by the pioneers in distributive education? *Why not* approach each suggestion, each problem that confronts us, with the excited response, "Why not"?"

Why not?

The Council for Distributive Teacher Educators presented three awards to persons who have made outstanding contributions to the improvement and advancement of the Distributive Education profession. The recipients of these awards included: Pauline Burbrink, University of Texas at Austin; Clyde Ware, Sears-Roebuck Foundation; and Warren Meyer, University of Minnesota.

PROFESSIONAL MEETINGS—DISTRIBUTIVE EDUCATION DIVISIONAL MEETING

December 10

Theme: What, Who, How

Mr. Donald D. Kane, Director of Personnel, Thom McAn Company, directed his remarks to the topic, "A Businessman Looks at DE—What, Why, Who, and How."

Mr. Kane reviewed the history of the involvement of the Thom McAn Company with Distributive Education and DECA since 1949, and more specifically, within the last three years. A policy was established that, wherever possible, Distributive Education students would be hired to fill all part-time positions within the local

stores. Today one-third of the Thom McAn stores have former Distributive Education students either as their store manager or assistant store manager. Four of the last nine persons appointed to the position of district manager were former distributive education students between the ages of 24 and 25.

He stressed the need for distributive educators to devote more time to the promotion of their adult programs as well as the post-secondary programs, as retailers, in general, cannot compete for the four-year college graduate. "We need you more than you need us. Be demanding--business can afford to give you the service."

Mr. Kane's presentation was followed by a series of buzz group sessions which devoted their discussions to the topic, "Today's Issues and Tomorrow's Opportunities". Each group selected a "target population" to which distributive education should devote its promotional efforts, and were asked to identify the most effective steps to develop an understanding of distributive education's capabilities with the target selected. The following is a summary of the highlights of the groups' presentations:

Target: The *lay public* which can be sub-divided into the youth group, young adults, parents and PTA groups, older persons and/or retirees, the middle-age and working class, the general consumer, the disadvantaged groups, minority groups, and housewives looking for part-time jobs.

Steps:

1. Develop specifically defined 5-, 10-, and/or 15-second television commercials by professional advertising men employed with those companies with whom we work, and broadcast through public service time over commercial television stations
2. Utilize the professional advertising and public relations personnel with those businesses with whom we work
3. Develop *specifically* planned promotional campaigns about *specific* programs and *specific* occupations directed to *specific* markets.
4. Prepare all promotional messages in the "language of the market" to be reached, not in "educational" terminology
5. Present informative programs to PTA groups associated with the elementary and junior high schools in addition to the high school associations
6. Develop more effective use of the direct mail advertising medium.

Target: Advisory Councils

Steps:

1. Use students to appear before the Advisory Council, and, if possible, appoint them to a sub-committee of the Council
2. Invite Council members to in-service workshops, seminars, and conferences
3. Involve all local advisory committees
4. Stage the Council meetings in actual classroom situations
5. Show the film, "Tell It Like It Is" to create a better understanding.
6. Involve the Councils in any research project which seeks to establish competency needs
7. Provide an opportunity at the next AVA Convention for Advisory Council members to present their employment needs, opinions, and aspirations to the total membership
8. Ask the members of the National Advisory Board and the members of the National Management Development

Council for Distributive Education to direct their efforts to present the needs and scopes of distribution and marketing to all national and state advisory councils.

Target: Boards of Education

Steps:

1. Arrange to participate on the program of a convention of the boards of education
2. Develop an effective slide presentation for showing at their meetings
3. Obtain prominent local people to assist
4. Invite the Board members to visit the programs
5. Obtain prominent businessmen to appear before the Board
6. Present a factual statement of need, indicating costs and specific benefits to be accrued from the program.

Target: High School Principals

Steps:

1. Prepare position statements in attractive form for presentation to school administrators during planned conferences between the coordinator and the principal. Prepare the coordinator for this conference during in-service training sessions
2. Develop an audio-visual presentation of the "position statements" which would provide the opportunity for distributive education personnel to make presentations at professional meetings of school administrators
3. Encourage the requirement for all majors in school administration of a course in vocational education, which would include the "position statements" for Distributive Education.

Target: Vocational administrators including local vocational directors, principals of vocational high school and technical schools, county vocational directors, and state vocational directors.

Steps:

1. Include these administrators on mailing lists for publications of affiliated organizations (NADET, CTDE, NADELS, NASSDE)
2. Invite them to the classrooms
3. Invite them to observe the students on the job
4. Bring the businessmen and the administrators together
5. Include vocational administrators in social functions
6. Involve them in DECA competitions
7. Work cooperatively in planning programs where there are common interest areas
8. Invite them to attend advisory committee meetings
9. Request the opportunity to explain the Distributive Education program to their professional groups
10. Make them aware of the success stories and career opportunities in Distributive Education.

DISTRIBUTIVE EDUCATION DIVISIONAL BUSINESS MEETING

The Business Meeting of the Distributive Education Division was called to order by the vice-president of the Division, Mrs. Edith Patterson, at 9:00 a.m. on Tuesday, December 9. The AVA Committee reports were presented, followed by the Dis-

tributive Education Division Committee reports and those from the various affiliated organizations.

Two awards were presented by Margie Davis, President of the National Association of Distributive Education Teachers, on behalf of NADET. An Outstanding Service Award was presented to Mr. Ted Best, Assistant State Supervisor for Distributive Education from Oklahoma, on behalf of his long and devoted service to NADET; and an Honorary Life Membership was presented to Mr. Louis Bruton, Vocational Director for the St. Louis City School System in Missouri, and former president of NADET, for his meritorious service to NADET.

Membership in the Distributive Education Division of AVA had increased from 1869 in 1966 to 2972 as of June 1969, including 91 life members in the AVA. The proposed revision of the operating policies for the Distributive Education Division was presented and approved. Included in the revision was the recognition of NADELS, the newest affiliated organization with the Division.

A position paper on Distributive Education, entitled "This We Believe," drafted by a committee under the direction of Dr. Harland Samson, University of Wisconsin, was presented to the Division as approved by the Policy Committee. By a unanimous vote, the paper was approved by the membership of the Division, granting Dr. Samson editorial rights in preparing the manuscript for publication through the AVA. Excerpts from the paper are included below:

"Distributive Education is a program of occupational instruction designed to prepare individuals to enter, or progress, or improve competencies in distributive occupations. This program is committed to the advancement of education for distribution for people of all ages, regardless of ability or geographic area.

"Distributive education is one of a team of educational programs dedicated to the purpose of developing the vocational competencies and improving the livelihood of our human resources. Within vocational education distributive education is, however, an independent component delineated from other vocational fields by the substance of its discipline, marketing.

"The curriculum of distributive education is based on the discipline of marketing, a body of knowledge unique in content, approach, and purpose. Marketing has been defined as those activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user. These activities include selling, and such sales-supporting functions as buying, transporting, storing, promoting, financing, marketing research, and management.

"Instruction is offered at the secondary, post-secondary, and adult education levels and is structured to meet the requirements for gainful employment and entrepreneurship at specified occupational levels. Emphasis is placed on the development of attitudes, skills, and understandings related to marketing, merchandising, and management. Distributive occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services, and service trades, manufacturing, transportation, utilities, and communications.

"Opportunities to develop leadership, social and civic awareness, and increased understanding of the world of work in distribution and marketing are provided through the Distributive Education Clubs of America, the youth organization for distributive education students. As an integral part of the instructional program, students engage in activities that extend their interests, skills, and knowledges in selected aspects of distribution and marketing. Such organized activities under appropriate supervision are referred to as co-curricular activities.

"Overviews and specific belief statements are presented in eight categories. These are: Purposes, Curriculum, Instruction, Guidance, Coordination, Teacher Education, Administration, and Leadership.

"Purposes: Preparation for gainful employment in distributive occupations is the dominant objective of vocational instruction in marketing or distribution. As a program of instruction, distributive education provides an educational service that is not found as an integral part of any other vocational area.

"Curriculum: In setting forth a curriculum in distributive education, it is important to assess the requirements for competent job performance in specified areas of job responsibility. These requirements have been stated, categorically, as competency areas. In order to get, hold, and progress on a job, an individual must bring to the employment situation a social competency, a basic skill competency, a marketing competency, a technology competency, and an economic competency. Each of these competency areas is brought into a curriculum and treated according to the level of job objectives served by that curriculum.

"Instruction: Vocational distributive instruction is provided through public high schools, post-secondary institutions, and adult education centers and involves varying combinations of:

1. Classroom instruction in marketing and distribution
2. Practical and/or simulated occupationally oriented experiences
3. Individual studies related to a learner's career interest
4. Experiences involving development of basic and personal skills
5. Career counseling and occupational guidance
6. Supervised on-the-job instruction.

Distributive education, through its traditional emphasis upon individualizing instruction, has served a wide range of youth and adults, many having special needs, and has contributed directly toward developing proficiency needed by individuals for initial and sustained employment.

"Guidance: Through learning experiences of inquiry, participation, application, and practice each learner becomes aware of his progress and capacity to deal with certain occupational areas. This process of helping the learner recognize his own achievements and limitations permits refinement and self-determination of career objectives.

"Coordination: Coordination refers to the activity and process of integrating the various elements of a distributive education program and directing them toward successful achievement of program objectives. Coordination may be viewed as having two aspects: (a) instruction coordination, which is concerned with the integration and application of classroom instruction in various occupational experiences and activities, and (b) administrative coordination, which is concerned with the management or occupational activity of the program and includes planning, public relations, budgeting, staffing, and reporting.

"Teacher education: The development of competencies needed by prospective and employed teachers, coordinators, supervisors, and specialists is the fundamental purpose of distributive teacher education programs. The realization of this purpose will depend upon educational services provided in the teacher education program and the administrative supports available to the program. Essential services of distributive teacher education include pre-service education, formal and informal, in-service education, and research activities.

"Administration: Organizing and directing the distributive education program presents administrative challenges requiring an enlightened philosophy and willingness to retain a high degree of flexibility. An administrator who seeks to derive full value from distributive education must first recognize the presence of a body of knowledge uniquely associated with distribution and marketing. This recognition then must be reflected in all his organizational and administrative efforts.

"Leadership: The distributive occupations at several levels of responsibility rep-

resent an increasingly significant proportion of employment opportunities in the United States. To direct the development of distributive education to meet these needs, individuals fully cognizant of the functions of distribution, aware of the value of trained personnel in marketing, and professionally trained as distributive educators need to be in positions of leadership at local, state, and national levels. The successful implementation of provisions of vocational legislation depends in large measure upon the specialist who can provide leadership and related services to the field."

The divisional meeting was adjourned by Mrs. Patterson with an announcement of the death of Miss Louise Bernard, former state supervisor of Distributive Education in Virginia and one of the founders of Distributive Education in this country. Known affectionately as "Miss B" by her many friends and associates, she devoted 32 years to the initiation, growth, and development of Distributive Education, and will be remembered in long years to come as one of the most dedicated and truly professional pioneers of vocational education in this country's history. Plans are being made to initiate the Louise Bernard Memorial Fund in conjunction with the establishment of a Distributive Education Professional Development Awards Program. The intent of the program is to make possible awards for advanced study, pre-service teacher education, leadership development, writing, travel and other professional activities contributing to improved performance by professional personnel in distributive education.

The awards program will be administered through the Distributive Education Division of the American Vocational Association and will be guided by the Division committee composed of representatives of the Distributive Education professional organizations, the Distributive Education Clubs of America, Inc., business interests, and at-large members of the Division. The structure of the program will provide for other memorial tributes, special recognitions, and retirement honors to be added from time to time to extend the purposes of the awards program as founded by the Louise Bernard Memorial Fund. A plaque recording the name of those so honored will give permanent recognition to these pioneers and leaders in distributive education.

Contributions for the Louise Bernard Memorial Fund should be made to the AVA-DE Professional Development Awards Program and mailed to the American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005.

BUSINESS AND PROFESSIONAL MEETINGS OF AFFILIATED ORGANIZATIONS

NASSDE

The theme for the annual business and professional meeting of the National Association of State Supervisors of Distributive Education was "DE's Involvement in People, Potential, Program and Progress." This theme was implemented through the address of the guest speaker, Dr. Leon P. Minear, Director, Division of Vocational and Technical Education, Bureau of Adult, Vocational, and Library Programs in the U.S. Office of Education. Dr. Minear directed his remarks to the topic, "The Latest Developments in Vocational Education with Emphasis on Distributive Education."

The fourth edition of the "Evaluative Criteria for Distributive Education, Section 4-4" was distributed to the members present. Emphasis was placed on the necessity of all distributive educators throughout the country making use of these criteria in the planning, development, and evaluation of Distributive Education programs. Copies of the Evaluative Criteria can be purchased for forty cents per copy through the National Study of Secondary School Evaluation in Washington, D.C.

Because of the intrinsic role which DECA holds in the total Distributive Education program, the purposes of NASSDE as stated in its constitution were amended to read: "to encourage, advise, and give professional support to the Distributive Education Clubs of America (DECA), as an integral part of the instructional program in Distributive Education."

Officers elected for 1970 include: Ted Best, Oklahoma, president; James Biddle, Indiana, vice president; Blanche Curran, Pennsylvania, secretary; Lynne Rhudy, Alabama, treasurer.

Regional Representatives: Central Region, H. D. Shotwell; Southern Region, Gail Trapnell; Western Region, Paul Bennewitz; North Atlantic Region, Ralph Bregman.

CDTE

The primary interests of the Council for Distributive Teacher Education are research and publication. In the first seven years of its existence, the Council has produced and published two or more significant professional bulletins each year. This year three additional research bulletins have been released for publication, including: (a) "Pilot Training Project for Teachers of Distribution and Marketing," (b) "Public Relations in Distributive Education," and (c) "Certification Requirements for Distributive Education Teachers at the High School Level."

Attention was given to a review of the research project, "Micro-Teaching Using Video Tape," conducted at the Ohio State University. This project was undertaken in ten phases, with this particular report resulting from the fourth phase. The following is a summary of Mr. Thomas White's presentation: "Having participated in Phase 4 of the Ohio Vocational Technical Center's project, Assessment Micro-Teaching and Video Recording in Vocational and Technical Teacher Education, I concluded there is a role for micro-teaching and video-tape equipment in methods classes. It seemed to me that neither of these tools could be implemented in the traditional methods class without considerable study of one's own situation. Also, questions were raised which can only be answered through experimentation and attempted application of research findings of the total project into the teacher education program. The results of the total project will provide all of us a great deal of insight into effective uses of micro-teaching and of the video recording equipment.

On the basis of my experiences, I offer the following recommendations to distributive education teacher educators:

1. Micro-teaching is a rigorous activity which is demanding of the time and skill of both student and instructor.
2. Because of the specificity of micro-teaching and the evaluative aspects of video recording and playback, objectives for the micro-teaching lessons must be stated in precise terms, which pre-supposes teacher education concerning the use of behavioral objectives.
3. Despite student comments to the contrary, a complete lesson can be planned for a five or seven minute time limit, but students must be guided in content, methods, objectives, and evaluation.
4. Teacher education departments should develop realistic models with which students can identify prior to micro-teaching sessions.
5. Traditional methods class organization should be revised in view of the interest span of students and the importance of frank and detailed critiquing of each teach session. Hence, a structure enabling individual conferences is of paramount importance.
6. Precision evaluation of teaching performances assumes a greater role in micro-teaching. Therefore, evaluation instruments should be short, concise, objective, and aimed at encouraging teacher improvement.

7. Micro-teaching and the video equipment represent a concrete basis for identifying needed improvements in the overall professional education sequence. Observable and measurable, these devices may become visible means for assessing teacher education as a whole.

Distributive teacher educators should carefully consider the use of micro-teaching and video equipment in methods classes as well as other applications cited in recent research. However, implementation of these activities should be well-planned and based on appropriate research findings.

Dr. Neal Vivian, Ohio State University, was elected president-elect of CTDE and Mrs. Vivian Ely, Virginia Commonwealth University, was elected to the office of secretary-treasurer.

NADET

Dr. Paul Rothaus, Clinical and Social Psychologist from Houston, Texas, presented the 1969-70 project of the National Association of Distributive Education Teachers at its annual business and professional meeting. The project, sponsored by the Sears-Roebuck Foundation, offers teachers in Distributive Education a new dimension by which leadership qualities may be revealed, formed, or expanded in students of various educational levels.

Three "company projects" were presented which serve to develop an awareness of the need for sensitivity for the feelings of other human beings. Eight students from the Boston area schools assisted with the demonstration of the project which was enthusiastically received by all the members present.

The 1970-71 Program of Work for NADET was distributed and reviewed. Included among the goals for 1970-71 are: (a) develop a program for both the annual business and professional meetings which will provide for the professional improvement of all members, (b) develop a leadership training conference for newly elected NADET officers and encourage state association officers to attend, (c) place greater emphasis on our rapidly growing post-secondary branch in order to hold the interest and membership of this group, (d) recognize significant achievement of members and other persons through certificates for outstanding service and support of NADET, (e) continue to support and work for the growth of Distributive Education and DECA chapters on both the high school and post-secondary levels, (f) support sound state and national proposals of legislation that is in the best interest of Distributive Education and the entire field of vocational education, and (g) encourage members to contact legislators on important pieces of legislation relating to Distributive Education and other vocational education matters.

NADELS

The newest affiliated organization within the Distributive Education Division, the National Association of Distributive Education Local Supervisors, devoted its attention to the "role of the local supervisor in Distributive Education."

Jacqueline S. Lyons, Director of Executive Recruitment and Development for Filene's in Boston, addressed her remarks to the topic, "Junior Executive Recruitment and Development." Miss Lyons stated that "In retailing, as in any other industry, the heart of the personnel job is to recruit, maintain, and develop the employee organization. We actively recruit at 13 to 15 colleges and universities and at 4 junior colleges for a limited number of two-year candidates with a tested interest in retailing. We limit the number of two-year graduates due to the high turnover rate; but we find we can place these candidates in a highly productive position, and have tailored a one-year on-the-job program for them."

In discussing the training program at Filene's, Miss Lyons said, "We provide three phases of training for the new trainees. The first one is a formal instruction

that covers basic sales system and salesmanship, supervisory system (vestibule training), plus supervisory techniques. . . . Phase two we call fundamentals of sound merchandising. . . . Phase three is the constant monitoring of an individual's performance. . . . You can have many fancy plans to promote people, but the real key is to get to know them, get out on the floor and live with them, follow them up and get feedback, so that the individual knows what his strengths and weaknesses are and can improve upon his own performance. As a group they know we are taking an individual interest in them, and this fact makes all the difference in their morale."

Maurice Wilson, Supervisor of Cooperative Vocational Education in Dade County, Florida, reviewed the organization of the cooperative programs in the Miami area.

"There are 126 Cooperative Vocational Education programs currently in operation in the Miami, Florida area; 77 of these programs are classified as programs for the disadvantaged. . . . Cooperative Vocational Education is offered to students in junior and senior high schools, grades seven through twelve. Opportunity is provided for students with varying levels of ability to select and enter into a comprehensive cooperative vocational education program. The following types of programs are being conducted in the Dade County School System: Cooperative Agri-Business, Cooperative Business Education, Cooperative Custodial Service & Building Maintenance, Cooperative Distributive Education, Cooperative Health Occupations, Cooperative Industrial Education, Cooperative Service Station Sales & Service, Diversified Cooperative Training, Junior High Work Experience, and Senior High Work Experience.

"As stated in the Vocational Amendments of 1968, Vocational Education means vocational or technical training which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) and is conducted as part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers. . . . Work Experience is such a program."

Mrs. Dorothy Chambers, Birmingham, Alabama, was elected to the office of NADELS president for 1970, and Dwayne Tucker, Memphis, Tennessee, was elected to serve as vice president.

DIVISION ACTIVITIES, EVENTS, REPORTS DECA, Inc.

Highlights of the year were summarized by the President of the Board of Directors of DECA, Inc. as follows:

1. Six committees have been structured by the Board of Directors which serve to strengthen DECA's entire program. These committees include awards, conferences, finance, public relations, program development, and policy and planning.
2. Nine new donors were attracted to join DECA support in 1969, making a total of 83 organizational interests, with 71 of these organizations eligible for membership on the National Advisory Board.
3. Mr. Theron Moss was elected 1970 chairman of the National Advisory Board.
4. DECA experienced a 17.2 percent increase in membership in 1968-69 over the previous membership year for a grand total of 97,956 members in 3,158 chapters. Membership for 1969-70 is expected to reach a minimum of 110,000 members.

5. The expansion of DECA into five divisions has been studied and reviewed for the past several years. A new document was prepared during an open meeting of the Program Development Committee held in Minneapolis, Minnesota. Voting delegates attending the 1970 NLC will have the responsibility of accepting or rejecting this new constitution for DECA.

Other items covered in the president's report included ADE for DECA, National Leadership Conferences, Career Exposition, CADET Training Program, DECA Ambassadors, Leadership Development Conference, Regional Conferences, Scholarship Loan Awards, Publications, Diamond Clubs, Builders Club, DECA Royalties, Merit Awards Program, Portfolio of Stock Awards, Project 70001, and others.

Mr. Ronald Strand was elected to serve as the new president of the DECA Board of Directors. New board members elected included Dennis Copeland, Wayne Harrison, and M. J. DeBenning.

National Management Development Council for Distributive Education

The National Management Development Council for Distributive Education was organized a year and a half ago under the direction of T. Carl Brown, State Supervisor of Distributive Education in North Carolina, and Alfred Eisenpreis, who served as chairman of the Council. Since its inception, the Council has helped Distributive Education and all vocational education immeasurably through several of its activities. In 1968 the United States Chamber of Commerce came out forcefully for the full federal appropriations under the Vocational Education Amendment Act of 1968. This represented a change in the position of the Chamber, as it had formerly actively opposed federal appropriation. It felt that vocational education should be subsidized at the local level, but various members of the Management Council were instrumental in changing this position.

Last year the chairman of the committee arranged for a hearing with the chairman of the Appropriations Committee and with Secretary Finch of HEW for himself and Mr. Lowell Burkett.

Other contributions include the major impetus for initiating Project 70001 under the direction of the newly elected chairman of the Council, Lawrence McGourty of the Melville Company, Thom McAnn.

This year the Council met diligently throughout the AVA Convention to draft and edit a position paper which will be reproduced as a brochure to tell the story of Distributive Education. This document will be distributed through the trade associations, the headquarters of each national and local chain organization, to store managers, state supervisors, teacher educators, and teacher-coordinators.

The next meeting of the Management Council will be held on March 5, 1970.

HOME ECONOMICS EDUCATION DIVISION

Proceedings Recorder:
Joyce Terrass
Teacher Education, Home Economics
Purdue University

150/151

Anomie, Vocational Planfulness and Socio-economic Status Among Adolescents: Implications for Curriculum Development

Mary E. Green, Massachusetts Department of Education

Social class-based differences have constituted a viable research interest for some time. Among the mindsets researched and reported as typifying members of lower socio-economic strata is the anomie one. Generally measured as a kind of defined despair, anomie has been found to relate rather consistently and in expected directions to independent variables like socio-economic status, age, and race among adults. If anomie characterizes particular segments of the adolescent population as well, then examining its relationship to adolescent behavior is in order. This study was undertaken in the belief that researching anomie mindset in adolescence may provide clues for increasing educators' chances for success in curriculum development and program implementation.

In the same vein, alienation, a concept having close resemblance to anomie, is commonly used in both popular and professional literature to describe adolescent behavior and may be relevant to educational planning. Both concepts were researched.

The total research effort comprised several stages—instrument development and pretesting, two major surveys, and an interview study. There was a rural-suburban survey of 1002 boys and girls in 42 classrooms, and an urban survey of 1103 boys and girls in 30 tenth and 30 twelfth grade classrooms.

If clues on school effort have been read correctly, the school milieu is more powerful than many educators appear to believe. A strong case can be built for adapting programs to the youth directly involved.

The findings of this research speak to the need for expansion of vocational education programs to serve a much larger portion of the adolescent population and to refinement in terms of affective goals. Alienated and anomie responses by high school seniors, particularly girls, can be shown to be related to failure to follow through on self-reported plans. Are too many of our graduates drifting into largely directionless post-high school training because of a vocational development vacuum in their experiences? If so, innovative programs may be needed to redirect efforts of youth, including college bound, so that they make good use of the exploratory stage of vocational development process.

The finding that vocational majors can be shown to exhibit more anomie and alienated and less planful mindsets as a function of school type and sex deserves special note. Are some school climates so unfavorable toward vocational objectives and programs that vocational students find it impossible to achieve integratedness with the school? Assisting all students to perceive worth of the concept of self as a worker appears a crucial need. Self-concepts of worth should be able to be expressed in vocational terms as well as in other spheres.

Interest in helping high school youth to prepare for the world of work, then, has implications far exceeding skill achievement. Some will say that achievement is the only legitimate criterion. Goodness of total program, however, almost certainly has to stem from a broader base.

Economic Concepts of Pupils Grades 1-12

*Joyce Wolfgang Williams, Florida State University
Tallahassee, Florida*

A report of research conducted at Florida State University under the direction of Dr. Agnes F. Ridley, Associate Professor of Home Economics Education, 1968-1970.

It is a pleasure to share the findings of three studies which deal with the economic

concepts of children enrolled in grades 1-12 and certain factors affecting cognition. The series of studies received impetus from the passage of the Vocational Education Amendments of 1968 which placed increased emphasis on the teaching of consumer education. As home economists, we are being called on to take leadership roles in the total education of consumers, and it seems appropriate that we should be concerned with the beginning of a child's cognition in this area and its development through the years of formal education.

We assessed concept cognition in terms of word perception and then attempted to relate cognition to certain sociological factors. The fact that achievement in a content field is best reflected by vocabulary in that field emphasizes the desirability of teaching pertinent word meanings and clarifying concepts.

Earlier educators' writings of children's basic concepts, or lack of them, said, "If children do not yet have the basic concepts, we must wait until they mature and gain before we teach the subjects involving the concepts." In today's moon-landing world, the concern is almost exactly the reverse: we must run to keep our teaching ahead of the informally acquired knowledge children possess.

So it was with the thought of sequential curriculum structuring that the following objectives for the three studies were defined: (a) to identify certain economic concepts in the repertoire of children in grades 1-12, (b) to compare the repertoire with respect to certain variables, such as age, race, socio-economic status, rural-urban residence, experience with money, academic achievement, parents' educational level, and political party preference, and (c) to establish a gradient of the concepts for these grades.

In each investigation a pilot study was conducted, involving 8-10 subjects from each grade level under study. The purposes of these pilot studies were to establish the reliability of the investigator in judging responses and to measure the consistency of subjects' responses. For each of the three studies a systematic, stratified, random sample was drawn from the public school population of Leon County, Florida. A total of 50 subjects was selected to represent each of the twelve grades. A structured personal interview was conducted with each subject, during which time data were collected concerning the dependent variables under test.

Subjects were asked a series of questions such as "What is a band?" "What does it mean to buy something on credit?" "What is depression?" Responses to these questions were rated as adequate, partial, and inadequate. For each study, a list of economic concepts was drawn from the literature, texts, curriculum guides, and other sources.

You might feel that some words established in the gradient are known by children of your acquaintance at much younger ages than those suggested. But, these studies were based on a cross-section of the population, which included many subjects who have not had the language development opportunities available to our children. The gradient provides some measure by which children's economic vocabulary development can be assessed. It is not intended to be the final answer to what children should know, but it may serve as a basis for further research and perhaps the structuring of learning units for various grade levels.

In light of these studies, the following conclusions were drawn:

- Children in grades one through twelve have in their repertoire a number of economic concepts which they can verbally define.
- There are certain concepts in the repertoire of the majority of children at each grade level which are not in the repertoire of the majority of children at lower grade levels.
- The knowledge of economic concepts varies significantly at each grade level with respect to socio-economic status and race, and, at some grade levels,

with respect to money experience, place of residence, educational level of parents, academic achievement, age, and political party preference.

**Development and Evaluation of Courses Designed
To Prepare Disadvantaged Pupils for
Their Homemaker-Family Members Role and the
Dual Roles of Homemaker and Wage Earner**

Dr. Julia Dalrymple, Ohio State University, Columbus, Ohio

Dr. Phyllis K. Lowe, Purdue University, Lafayette, Indiana

Dr. Helen Nelson, Cornell University, Ithaca, New York

This study was planned and conducted by three principal investigators who were at Cornell, Purdue, and Ohio State Universities. The purpose was to investigate the impact that can be made on poverty in urban areas by (a) a home economics course, designed as part of this study, which prepares disadvantaged pupils for their roles as homemakers and family members in a changing society, and (b) another course, developed as part of this study, designed to prepare disadvantaged pupils for their dual roles of homemaker and wage earner in occupations utilizing home economics knowledge and skills. The general design of the study involved pupils in four states- Ohio, Indiana, Connecticut, and New York; and in twelve classes in schools where large numbers of socially disadvantaged potential dropouts were enrolled.

Twelve experimental groups of potential school dropouts in inner city schools and nine control groups of the same kind were used in a pretest - posttest nonequivalent control group design extended to seven treatments. These included varying degrees of coordinating efforts with other agencies working toward the same goal, and one involving two teachers who taught the class for a year but who had not participated in the workshop in which these teachers were trained nor had taken part in preparing the curriculum or teaching materials.

All but two teachers were given special training for the project, and each and every teacher received a complete set of materials which included everything needed from tests to bulletin boards.

The major hypothesis tested was that potential dropout pupils in inner city schools completing a specially designed course taught by specially trained teachers in double period classes, with additional teacher-pupil conferences and with parallel work experience, would have significantly higher gain scores than similarly disadvantaged pupils who did not have such a program. Those gains would be made in the areas of: employability, and the gain of knowledge and comprehension of home economics subject matter; skills and competencies related to job and home; attitude toward job and homemaker roles, self-concept, aspirations, job holding and job satisfaction, social development, school attendance, and grades.

At this point, the teachers have been trained, the curriculum and teaching materials developed, and the experimental phase of the project completed. The data collected on pre- and post-teaching tests are being tabulated and analyzed. At the end of this academic year, students will be retested to ascertain the more lasting changes.

During the coming year, the data will be analyzed, combined, and the final report will be written. Copies of the report will be sent to the U.S. Office of Education, to ERIC, to state supervisors of home economics education, and to the major individuals involved throughout the country.

Experience in Working with the Disadvantaged

Dr. Paul Smith, Associate Director of ERIC Information Retrieval Center, Guidance Department, Teachers College, Columbia University, New York

The term "disadvantaged" gives a negative connotation, as the absence of something or the presence of something. The word "poor" is often used to describe this group, while words such as "social," "economic," and "ethnic" discrimination would better define them.

What is it necessary to know in order to work with the disadvantaged? At birth, we are all born equal; there is no inborn behavior. We are all born by the same process, and at birth are more equal than at any other time. Most people are average, regardless of their faith.

How do you begin to work with the disadvantaged? Start with the self and the positives of the disadvantaged, on which you can build. These positives are pride, independence, being able to shift for oneself, daring to be different, aggressiveness, a strong mother who holds the group together and as a rule does not leave her children, and living by wits. They are sensitive to warmth, respect, confidence, pride, involvement, and solidarity. Examples were given of success in working with disadvantaged by the Job Corps, which stressed education and job training, home and family, health, diet, recreation, work, clothing, counseling, money, and peers; and the compensatory education program of Prince Edward County, Virginia, which resulted in a two year academic success in one year. Love, understanding and, humanism, along with small classes and teachers who worked with parents, were strengths of this program.

In working with the disadvantaged, nothing is as great as love. A quote from Fromm's *Art of Loving* was given: "A person loves when—

1. He makes an effort to know the other as a human being.
2. He makes every effort to really understand the other person as a unique being.
3. He seeks to respect the other person for his humanity, regardless of his faults.
4. He really cares about what is happening to the other person.
5. He is willing to give himself to help the other person who needs assistance.

Not—Am I my brother's keeper, but I am my brother's brother!"

Recognition Time

*Mrs. Elizabeth Duncan Koontz, Director, Women's Bureau,
U.S. Department of Labor*

The role of a homemaker is a multirole, and it is the responsibility of Vocational Education to prepare the girls for this role through a better education. This education will also help to improve her aspirations, an improvement needed for survival in our present economy. Our goals should be to upgrade and professionalize household employment. We need to build up home service, to educate employer and employee for relations. Cooperation is needed and we must encourage employee and employer to set up and follow standards which are mutually fair.

Vocational Education must provide educational training at local, state, and national levels. Leadership in training adults must come from teachers. We, as teachers, must train for more careers in homemaking related fields.

Tailoring Consumer Education to Needs of People

*Harriet Van Tassel Robb
Attorney with Department of Consumer Affairs, New York City*

A year ago in September, New York City created a local law, Local Law 68, which brought into existence the Department of Consumer Affairs. Officially, it was an amalgam of the departments of license and markets. Those two departments, while having all of their own powers and their own authority, which were in some respects related to the consumer and those things he needed in the city, were limited jurisdiction. Because of the inadequacies of enforcing this law, the first thing we attempted was getting a new law passed in New York City which we called the Consumer Protection Act of 1969. This is a timely agent because it passed the city council codification committee last week. But before it was passed, we had to decide what to do until it was through the lengthy process of passing legislation through the city council. So, we went to the Federal Act in 1966, which took until June of 1969 to become effective, eight years of struggling and battling against the most ferocious sort of opposition that food manufacturers and retailers could produce. As a result of the 1966 Act, it appeared to us that there was much more that needed to be done, particularly in regard to one facet of the 1966 Act which fell completely by the wayside. Unlike slack fill and a variety of other regulations, which came out of the permissive regulations, this one was completely taken out of the Act. And that would have to do with what New York has now accomplished and begun to call "truth in pricing."

We sent women into the supermarket to determine how they shop and to see if money was or was not wasted when shopping by quantity. One group was a group of home economics majors from New York University and another a group of women who were experienced shoppers and had each been shopping for their own families for at least twenty to twenty-five years. We wanted to see if, given instructions on buying the most for their money, somehow shoppers over a period of years develop a competence and an expertise that most of us did not have straight out of the slot. The women who had been used to shopping did not save any more than the girls who were not used to shopping. They wasted an average of ten cents on the dollar trying to get that product which gave them the most quantity for their money.

After a lot of hassling and opposition, on December 25, the New York City "truth in pricing" will go into effect. What this means is that on the supermarket shelf in six categories of items, including meat and fish, bread, cooking oils, soft drinks, beer, and certain paper goods, not only will the total selling price of a commodity be shown, but the price per unit will be shown also. That will be the price per quart or for the pound, and people are going to have to learn what this means. This is going to require an enormous amount of education.

We are going to have to go into schools; we are going to have to go to the department of Social Services, and we are going to have to go to every community and church group we can get to and ask them to teach people, somehow teach people, what it means to look for those measures. The first thing to teach them is what a quart actually is and how many ounces there are in a pound. Teaching people how to do this work can in fact save them an enormous amount of money.

When we finished getting the unit pricing ready, we still had five months to go. We undertook a credit investigation, and I cannot express how strongly I feel about this in terms of what is happening to people who buy on credit. Our investigation spanned a month, and we interviewed people nine hours a day. Our conclusions are that we need to teach people about buying and making buying decisions because, once they decide to purchase, the jig is up if they have gone to the wrong place.

Now, I cannot too strongly suggest that high school people are old enough and junior or high school people are old enough to be taught what goes on when you budget for a family making big purchases and to know what certain legal terms mean. They ought to know what a retail installment contract is and what 1-1/2% interest is. They ought to be able to read a contract. You can get contracts all filled out from any store in any town, because Federal Truth in Lending requires that the contract is filled out, showing the sales tax, the total selling price, the added service charges, the interest charges, and the payments to be made over a year. People can be taught what it means to be a co-signer, a guarantor, a co-maker, so that you are simply not giving the store your autograph because you are the friend of the person who is making the purchase. People have to be helped to understand about saving enough money to make a purchase on that which is of value.

What we really must ask from you is your help in keeping people out of the situations where they need professional help, and that is going to require your thinking in terms of teaching people about buying and not buying, and how to enforce their rights. Our job is to keep people out of trouble in the first place.

Action for Accountability Evaluation Reporting with Relevance Assessment

*Dr. Polly Garrett
Program Officer, Region VIII, USOE, Denver, Colorado*

Our purpose is to offer selected comments which might be both provocative and pertinent to that crucial task of *Accounting for Action via Vocational Home Economics Education in the '70's.* We attempt to suggest approaches to an evaluation system.

The guidelines used in this paper included such concepts as:

1. Effectiveness of effort (curriculum development, improvement of instruction, provision of service) must be against objectives and goals.
2. Evaluation with the inherent data gathering process(es) is planned and carried out cooperating with all concerned personnel (federal, regional, state, local).
3. Objectives are expressed in terms of desirable changes and projections.

The procedure for identifying and examining objectives might be similar to the design being followed by the National Assessment of Education Progress project, that is, each objective being assessed is:

1. considered important by scholars (authenticity) in relation to the home economics education discipline
2. accepted as an educational task by the school (vocational and occupational education emphasis) in that setting
3. considered desirable by thoughtful lay citizens (counsel based on relevant experiences of the users of our educational services).

Evaluation (products and processes) should provide relevant information to "the decision-makers" at various levels and indicate options.

Data gathering is an integral part of evaluation and includes collection, organization, analysis, and reporting of data pertinent to objectives and goals.

We've identified some seven categories—Need (problems); Goals and Objectives; Data; Alternatives; Decision; Program (what, where, when, who, why, how); and Evaluation to be considered in developing a system for program planning, indicating that Evaluation is a major category in such a system.

One current approach being used within a framework as suggested above is called the Program Planning and Budgeting System. Another approach is that of PERT—Program Evaluation and Review Technique. Still another approach to an

Evaluation System is that outlined in the flow chart adapted from a paper by Guba and Clark, "An Examination of Potential Change Roles." A final system is Planning, Programming and Budgeting, developed by state home economics consultants, together with Dr. Berenice Mallory and Dr. Polly Garrett.

Resources for Food and Equipment

Adeline Garner Shell, Consultant, Forecast Magazine

In home economics we are fighting for survival. We must accept that fact and look around at the total crisis. One of the problems of home economists is that we are the biggest failures in the world. Teenagers are the worst fed group, according to government studies. We must accept the fact that the girl, the girl's world, and the world is changing. Our service and obligation is to give instruction where the child will benefit. We must be aware and flexible, adjust and adapt to reach the child in an effective manner. If we are to survive, we must take a look at our objectives. The home economist must think of herself as a salesman and a realist.

Students must be given an opportunity to grow. The teacher should aim to motivate students to listen. Roaring silence is not good. We want students to think and react, to evaluate, and to accept, reject or modify concepts shared with the child. Only when the child puts concept into action and reality are teachers a success. Memorizing, parrotting back, and taking tests are not true learning. Also, the teacher must teach people to react. It is our responsibility to support the teaching of reading. The home economics teacher is often faced with slow learners. We do have college bound, but most are slow learners. This fact is neglected.

In regard to family members, the mother often feels no control of the outside world. She accepts the world as it is, is a good mother, but is limited. The home economics teacher needs to communicate with her. She is open to suggestions and accepts guidance. The home economics teacher should share with the girl and her mother, and show both how to absorb things into their way of life. Teach them that we have choices.

All of us need to do more in communications. We need to jar college professors to take a look at what they are teaching. The attitudes of guidance people need to be improved; they need to gain insight into home economics. The most important thing for us to consider is relevance.

In using resource people, we have a responsibility to know the persons and to educate them to the classroom and the students. A resource person should supplement and complement the teacher. Parents are good resource persons because they speak the language of the students. Look for resource people in the community. Students who were once hell-raisers and have left school and are now economically independent make good teachers. In the area of drug addiction, use trained persons, such as doctors, or persons who have previously used drugs. It is the teacher's responsibility to let the resource person know what to do or what he wants done. Be sure to advise the resource person on the nature and purpose of his visit, the time and place of meeting, the topic of assignment, the amount of time that will be involved, expenses, and to give a reminder a few days in advance.

Vocational Home Economics 1970, Panel Discussion

Dr. Aleene Cross, Mary Allen, Dorothy Pruitt

Mary Lynn Kreuz, Doris Yarborough, and Myrtle Stogner

Teachers should let their voices be heard in the right places. There should be a giving and receiving of information. Let congressmen hear from all of us. Senators appreciate the fact that persons come to Washington, D.C., to discuss local and state interests.

What difference would increased appropriations mean to you? Vocational education funds, tied in with other education bills, need to identify Home Economics and Consumer Education. We need to capitalize on opportunities to bring home economics before Congressmen.

Politics give reality to this world we live in. It is the job of the professional to inform persons in politics. There are great lessons to be learned and many factors are involved.

Professionalism is developed in belonging to a professional organization. There will be an article in the March issue of the *Journal* urging formation of state organizations for home economics teachers.

Structuring the National Association of Home Economics Local Supervisors

The new organization, The National Association of Home Economics Local Supervisors, was structured with the assistance of Mary P. Allen, Associate to the Executive Director for Governmental Relations, AVA, and Aleene Cross, AVA vice president, Home Economics, who attended and gave suggestions. A nominating committee was appointed consisting of Mary Pat Ryan, Minneapolis, Minnesota and Jan Burton, Irving, Texas.

The needs of local supervisors have not been met by belonging to the group of state supervisors, and it is believed that through this organization their needs as city supervisors will be met and strength will be provided.

INDUSTRIAL ARTS EDUCATION DIVISION

Proceedings Recorder:

Richard Swanson

*Associate Professor and Director of
Graduate Studies in Industrial Education
Bowling Green State University*

160/161

INDUSTRIAL ARTS COMMITTEE MEETINGS

Industrial Arts Policy Committee

Thursday, December 4

Chairman: E. Robert Rudiger

Secretary: Leslie L. Gibbons

The meeting of the Industrial Arts Policy Committee was called to order with Chairman Rudiger presiding. Nine members were in attendance.

Chairman Rudiger passed out copies of the proposed operating policies, which were carefully considered in order to clarify wording. Considerable discussion centered around the adjusting of membership on IAPC to meet the number of members whose expenses could be paid to the spring general meeting. A problem developed concerning the inclusion of the division secretary as an attendant at the spring meeting. It was decided to elect a secretary for the division as usual and to ask for an increase in numbers at the spring meeting. If this can not be arranged, an appointed secretary from among the members in attendance would serve for that meeting only.

A general discussion was held concerning the collection of Industrial Arts convention materials for publication of by AVA. Dr. Richard Swanson will gather and edit the materials from our sessions this year.

The chairman of IAPC will make the proposed changes in the operating policies for presentation at the general business meeting of the Industrial Arts Division on Tuesday morning.

AVA Division Vice President Lockette was asked to report on any matters of special interest to the IAPC. He discussed briefly the status of the cooperative effort with other divisions along with the AIAA in legislative matters and stated that the combined effort had created a favorable impression. He also mentioned the "Man-power" Conference in September and warned the members of IAPC that the whole vocational program is threatened by some current legislative efforts in the "Man-power" field.

Dr. Lockette called the IAPC's attention to the need for a larger budget for our division and stressed that this could be only obtained through increased membership in the division.

At this point, several of the committee expressed the need for a membership printout by divisions so that checks might be made. An effort will be made to make these available.

A discussion of several recent articles concerning industrial arts brought out the need for more accurate dissemination of what industrial arts courses really are in terms of their purpose and effect. It was felt that this group should take positive action to make this available at high legislative levels. It was suggested that interviews with officials might be arranged at the Washington spring meeting. The vice president will attempt to arrange such a meeting. Dr. Lockette mentioned that as yet there is no AVA Department for elementary training. The meeting was adjourned.

Four-Year Industrial Technology Programs Committee

Thursday, December 4

Chairman: Eugene V. Gardner

The Four-Year Technology Committee met to exchange ideas with respect to programs of Industrial Technology in three basic types of educational structures:

1. Industrial Technology within an engineering college of a university

2. Programs within Industrial Arts Departments organized within a college of education in a university
3. Industrial Technology schools or departments that are autonomous in structure.

In order that the reports be similar in structure each participant was asked to indicate the equivalent semester hours required in the following specific areas: general education, math and science, managerial science, technical, and electives. Reports were given by Clint Bertrand, Texas A&M University; Dr. Nelson A. Hauer, Louisiana State University; and Dr. Weston T. Brooks, Memphis State University. To the extent to which these varied programs contained them, common blocks of required course material were discussed, as well as the areas where the requirement was quite unequal.

It was the consensus of opinion that the program for next year should be extended to include a wider representation of colleges and universities throughout the United States. Election of a chairman and a secretary followed the formal presentations, and the following were elected to serve in these capacities for the 1969-70 academic year: chairman, Eugene V. Gardner, Kansas State College of Pittsburg; secretary, Weston T. Brooks, Memphis State University.

It is recommended that some of the inactive members of the committee be replaced by individuals active in Four-Year Technology programs.

Industrial Arts Policy Committee

Friday, December 5

Chairman: E. Robert Rudiger

Secretary: Leslie L. Gibbons

The second meeting of the Industrial Arts Policy Committee was called to order with Chairman Rudiger presiding. Twelve members were in attendance.

Dr. Rudiger called for a report from the program chairman, Richard Erickson. Dr. Erickson reported that the program for the Boston Meeting had developed as planned in the spring meeting and, with the exception of the field trips, had been scheduled well ahead of time.

Suggestions were sought for program chairman for next year. Several names were suggested. It was moved by Dreves and seconded by Carrel that these men be contacted and one of them chosen by the chairman. Motion was carried.

E. L. Minelli reported for the publications committee and announced that a booklet on "Innovative Programs" will be ready for delivery soon.

Dr. Minelli recommended that William Sargent and Leslie Cochran continue their work on the revision of the brochure "Industrial Arts in Education." Unanimous approval was expressed by the group. Dr. Minelli stated that a companion piece to our "Industrial Arts Guide" was also in progress. A career brochure has also been approved by the AVA Publications Committee. He expressed the need for a publication developing the topic of a contemporary rationale for Industrial Arts. Considerable discussion occurred at this point as to the need for and place of such a bulletin. It was finally agreed that his idea should be developed, either as a separate brochure or be incorporated in the pending revision of the brochure on "Industrial Arts in Education." Dr. Minelli stated that he would be most pleased to receive suggestions and ideas from members of IAPC.

A. J. MacDonald reported for the Editorial Committee. His most difficult problem is securing a good supply of manuscripts. The *AVA Journal* is growing rapidly both in physical size and in number of readers, and Industrial Arts is receiving more than its monetary share in excellent visibility.

A topical Journal outline for the next year was made available. The door has been

opened for controversial articles which will allow more freedom and flexibility in the coming years. Mr. MacDonald asked approval of his general plans which include an attempt to seek new sources for articles in the field of young professionals and classroom teachers, and newsworthy articles reported from the working level. Mr. MacDonald was given a vote of confidence in all his plans and instructed to increase his editorial staff as he finds need.

Herb Siegel reported as representative on the Resolutions Committee. The latter has endorsed a resolution submitted by Mr. Siegel, which expresses the AVA support for the inclusion of Industrial Arts in an expanded vocational amendment. It was moved by Dr. Lockette and seconded by Dr. Dreves that Mr. Siegel be supported in his effort to have the discussed resolution included in the final draft of the AVA Resolutions.

Gordon Funk submitted a brief report from the Department of Supervision and Administration.

Fred Dreves reported for the Adult Department asking concurrence from IAPC in his plan to expand the Industrial Arts adult level program. He was instructed to proceed in presenting this to the department.

Floyd Graing reported for the Teacher Education Division. He will serve next year as chairman of that group and will give a progress report then.

Pat Atteberry reported for Special and Related Areas. Very little progress is made to date except for organization.

L. L. Gibbons reported that the Research and Evaluation Department has been organized and has a good program planned for this convention. It was his suggestion that our representative on this department serve also as chairman of the Divisional Research Committee. It was agreed that this was probably the best solution in order to keep both our own Research Committee and liaison with the AVA Department.

There being no further business the meeting adjourned.

**Recruitment of Personnel for
Industrial Arts Education Committee
Friday, December 5**

Chairman: Daniel L. Householder

The activities of the Committee on Recruitment of Personnel for Industrial Arts have been conducted by mail during the year. The convention meeting was aimed at discussing problems of teacher recruitment.

While it is obvious that there is no easy solution to the recurring shortage of industrial arts teachers, the committee hopes to improve our overall professional recruitment efforts. Among the suggestions to be considered are the following:

1. Development of career information pamphlets
2. Production of video tapes or films
3. Recognition of recruiting industrial arts teachers
4. Recruitment exhibits
5. Local and regional recruitment meetings
6. Coordination of AVA and AIAA recruitment activities
7. Possible funding arrangements.

Slow and Reluctant Learners Committee

Friday, December 5

Chairman: Stig E. Ralstrom

The function of the Committee on Slow and Reluctant Learners is to identify and describe those practices and/or programs in industrial arts that can or do contribute

substantially to furthering the education of slow and reluctant learners. The relation of this educational problem to industrial education comes into sharp focus upon recognition that the public schools have the task of providing education for more than 8 million less able youths, in addition to reluctant learners who are not working at their expected intellectual level.

For this reason the committee's past work has consisted in the identification and establishment of teaching practices concerning "how to teach" slow and reluctant learners in the industrial arts "classrooms" of the United States.

Presently, the committee is researching innovative instructional materials and programs in industrial arts education that can contribute substantially in broadening the education spectrum of slow and reluctant learners in today's technology. This is done with an awareness of the following unique characteristics of these learners:

1. They are academically retarded, especially in reading; their achievement age lagging behind their chronological age.
2. They appreciate knowledge for its practical, vocational ends, but rarely value it for its own sake.
3. They need to see concrete application of what is learned to immediate sensory and topical satisfaction.
4. Hand skills are the sphere of their greatest likely success.
5. They cannot achieve as many and as varied adjustments as normal learners.

As a result, the problem of planning industrial education programs and instructions for the half of the school population that has below average mental ability remains a most challenging task.

Recommended Practices--Youth Continuing Their Education in Professional and Technical Areas Committee

Friday, December 5

Chairman: Hugh L. Oakley

Secretary: Ronald W. Stadt

During the committee meeting at the AVA convention in Dallas, Texas, the committee decided to schedule a two-day workshop for the purpose of restructuring and defining the research problem for which it has been charged. The workshop was held in Chicago on February 20 and 21, 1969.

Following is a summary, in part, of the committee actions during the workshop and Boston Convention.

Statement of the Problem: What cognitive, affective, psycho-motor experience should be offered for those eleventh and twelfth graders (there was more than a modicum of discussion regarding downward extension of the problems) who are planning to go into technical and professional occupations which require post-secondary education? On several occasions, Ronald Stadt put the problem another way: What should be the substance of pre-specialized technical education, including elements of acclimation to the world of work and to self and of career identity?

Sub-problems

1. What technological knowledges, skills and attitudes toward the world of work are important, basic, and elementary to all technical and professional occupations?
2. What might be the structure or structures for such common content? What might the major subject matter headings be? How might the major units be headed?
3. What degree of selectivity should students have? That is, how flexibly might the students move through the specialized technical education programs?

Requirements of the Proposal. A number of remarks had to do with features of the proposal. It was agreed that the proposal should be submitted by an institution or institutions. The chairman submitted that one of the institutions represented by the seven people who attended the Chicago committee meeting might be the prime contractor. Other universities or colleges and, perhaps, RCU units might participate in the study.

Several members emphasized the importance of having the AVA's blessing. The committee should also consider getting the ATA's, the AIAA's, and perhaps other professional organizations' blessings. Letters from the appropriate representative of these organizations would do much to strengthen a proposal.

Several members suggested that much of the research effort should be subcontracted to an organization such as Booz, Allen, and Hamilton. It was felt that such an organization could do a superior job because of its resources and would be unbiased ideologically.

Committee members seemed to agree that the proposal should show that the committee as a research project would not be trying to establish requirements for post-secondary technical and professional studies.

Near the end of the discussion in Chicago, Fred Kagy suggested that the committee explore approaches other than the research project described above for realizing the initial charge of the committee. There was some discussion regarding a Woods Hole-conference-type approach on the problem. The thinking was that, if a proposal of the type described above could not be funded, the committee should have another way to achieve most or some of its objectives.

Current and Projected Action. Based on action of the committee, Ronald Stadt and Larry J. Bailey of Southern Illinois University are preparing a preliminary proposal. Hopefully, the final proposal will be ready for distribution to key individuals and organizations for review by early spring of 1970.

In summary, it is the considered opinion of the committee that this problem requires depth study followed by pilot programs and evaluation if realistic answers are to be found.

INDUSTRIAL ARTS PROFESSIONAL MEETINGS

Industrial Arts First General Meeting

Saturday, December 6

Theme: Making Industrial Arts Relevant

Chairman: James J. Hammond

Hosts: William J. Baulis, Albert J. Conte

Recorder: William T. Sargent

Topic I: Impact of Technology

Speaker: Donald Maley

This presentation is a proposal to the industrial arts profession to take on a new and dynamic role in education. And I might caution you that such a new role might even give rise to the need for new terminology. Nevertheless, I am convinced that the area of the school that is best suited for this new role is industrial arts. Its past interests, activities, and concerns as compared to the remainder of the school lead me to this conclusion.

But first let me remind you of some of the factors that seem to indicate a need for close examination of the role of industrial arts at the senior high school level.

1. The senior high school industrial arts program with its domination by unit shops and a hierarchy of courses based upon a sequential prerequisite scheme was

in actuality a form of "quasi vocational" education. It enabled many young people, not going to college, to develop skills and understandings that would be salable for entry into the world of work. This brand of industrial arts was indeed the only form of vocational education available to a large segment of the male high school population.

The Vocational Act of 1963 and its subsequent amendments have changed this "vocational" role for industrial arts in many communities. This has come about through the development of hundreds of area and special vocational schools throughout the country to the point where strong and effective vocational education at the secondary school level is a possibility. These schools are better equipped, and their reason for being is effective vocational education.

This leaves the industrial arts program at the senior high school in many areas free of its "quasi vocational" responsibility, and free to identify itself with a new and more effective role in the area of general education.

2. As a nation, we are no longer in the industrial period. We are now in a post-industrial period with a smaller and smaller percentage of our people engaged in manufacture and production.

3. The Commission on the Year 2000 describes a world with—

- a. Intercontinental travel by rocket
- b. Decision-making by computers
- c. Abundant thermonuclear energy
- d. Farming in the oceans
- e. Mining on the moon
- f. Permanent research laboratories orbiting in space
- g. A world population of 6 or 7 billion people
- h. Fewer production workers and more clerks, researchers and technicians
- i. Routine use of drugs to alter behavior
- j. Bigger cities and vast conglomerations of cities (p. F-1)

Using the preceding as a partial basis for an answer if you were to ask "Where is the action for industrial arts?", I would submit it is in the areas of major societal problems facing mankind. More pointedly, and more specifically, I am suggesting a form of industrial arts that explores the application of technology in the solution of major social, environmental, and operational problems that face mankind.

Please note that my interest in technology is in what it can do and not in a minute taxonomy of each and every twig or branch of the tree of technology. My interest and aspiration for industrial arts is general education, and if the signs of the times are correct, I would submit it as imperative education.

What are some of these problems that need urgent attention? As man enters into the last part of the twentieth century, he is confronted with the absolute necessity of finding workable solutions to the problems of:

- 1. Pollution
- 2. Power generation
- 3. Housing
- 4. Transportation
- 5. Communication
- 6. Conservation
- 7. More effective resource utilization
- 8. Industrial productivity

The charge to industrial arts is not to develop the solutions, although it does present some increasing possibilities. The major function would be one of education, that is, the education of the citizenry regarding technological developments that are directed towards solving these problems.

Perhaps an even more pointed element was contained in the report from the Commission on the Year 2000. The report projected—

“The end of democratic government as people lose interest and leave the decisions to an intellectual, technological elite.” (p. F-1)

The solution for each of these concerns lies in the nature of education that is a part of each individual's program. I am suggesting that not to put a significant emphasis on the role of technology in society as a part of general education would indeed be walking directly into the pitfalls so identified by the Commission on the Year 2000, Sir Charles Snow, Walter Finke, and Barbara Ward. I also am suggesting that the present industrial arts at the senior high school level would do well to evolve into such a role.

A Proposal

The following section deals with a proposal for a senior high school program that relates directly to the preceding discussion. This section will deal briefly with the background, development, and design of the program, as well as the systems of study.

Background Development on the Program

The projected program of this proposal grew out of an in-depth investigation of four broad areas of study by a group of competent advanced graduate students under the leadership of this writer. The four broad areas included:

1. The Nature of the Society in the Next Thirty Years
2. The Nature of the Senior High School Student
3. The Socio-Psychological Theories Governing Man's Behavior
4. Curriculum Trends at the Secondary School Level.

Design of the Program

The specific direction of the program is aimed at the following ideas:

1. The students in the schools of today will live their lives in the future, thus the emphasis is on a program aimed at education for the future.
2. Technology will play a leading role in the solution of major problems facing mankind in the future.
3. Major societal problems that face the citizen of the future include—
 - a. Pollution—air, water, noise, etc.
 - b. Conservation—natural resources, human energies, material, products, etc.
 - c. Transportation—air, land, sea, space, etc.
 - d. Housing and Urban Development
 - e. Power Generation
 - f. Water Supply
 - g. Production Processes
 - h. Communications
 - i. Resource Utilization.

Systems of Study

One system of study tested included the *unit approach* to several of the major problems. A sample unit topic might be stated as follows:

“Transportation Needs and the Future with Implications
for Technology and Human Ingenuity”

In the process of carrying out the unit approach to such a topic, the methodology would include problem solving, the contract method, individual or independent study, the project method, inquiry, and the seminar procedure.

A second system that has been tested with such major topics involves a total class (group project) study. This is a system of instruction pioneered by the Industrial Education Department at the University of Maryland for the study of major

industries. Its application to the major problem of the future has been tested and found most appropriate.

This group process approach involves a great deal of student leadership, decision-making, and independent study. Role-playing is a principal feature and provides a living-learning involvement with the content of the problem. The process uses an excellent blend of the mental and manipulative activities enhanced by an abundance of opportunity for leading, researching, following, innovating, analyzing, and projecting.

A third instructional system is the research and experimentation phase that is aimed at developing the investigative, inquiring, and problem-solving abilities of the student. The application of this methodology to the major social problems identified earlier opens the possibility for countless problems for research or experimentation.

The impact of such a program and the need for it takes on many forms. The basic question is not whether industrial arts is willing to make this move. It is much more a matter of whether society can afford not to develop a greater and more effective understanding of the impact and potentialities of technology in the solution of man's problems.

Topic II: Impact on Career Development

Speaker: Nathaniel Frank

The subject refers to the part played by education in the larger problem of manpower development. The latter is a societal obligation and entails more than occupational or vocational education. Yet, education is saddled with a major responsibility for this vital development of human resources. Beyond education, manpower development requires preparation for the transition from formal education to job or career entry, then further steps in retraining and continuing education, whether attained continuously or at discrete time intervals.

In general, education has dual goals—occupational or career, for which multiple options for the learner must be kept open, and cultural or liberal, involving questions not only of social responsibility but also of morality and value judgments. It is noteworthy that industrial arts is or should be primarily, but not exclusively, concerned with career development and occupational education, whereas, the principal focus of vocational education has long been on enabling students to move effectively into employment. As a result, vocational education is largely a convergent process aimed at specific job training (or training for a cluster of related jobs), whereas, industrial arts has the obligation of generating a divergent pattern, allowing students to move into a wide range of career options. Prior to 1968, the legal conditions for the allocation of federal vocational monies have excluded industrial arts people as recipients, but the Vocational Education Amendments of 1968 now makes funding available for programs which serve to prepare students for subsequent more specific vocational preparation.

As I see it, the principal requirement for all new educational programs is an integration of educational purposes, a truly comprehensive learning opportunity. This has long been recognized, and there has been much talk and some action about generating interdisciplinary modes of learning opportunity. However, just combining ingredients from a number of different courses into a single one has not generally led to true integration, and, as has been pointed out, may well lead to the formation of a new "interdisciplinary" discipline. What is needed is the employment of cohesive, meaningful themes that reflect social purposes as well as the means of attaining them. Thus new patterns of learning opportunity are called for, characterized largely by goal-oriented projects of substantive intellectual re-

quirements with real world direction—and this is closely related to and natural for attaining the purposes of industrial arts programs. Properly designed, such investigative learning will demand acquisition of the relevant content of the academic disciplines to attain the objectives. If not narrowly conceived, such projects will involve value judgments and social implications and, thus, help bridge the gap between technology and science on the one hand and the social sciences and humanities on the other.

Turning now to the evolving requirements for effective participation in occupations or careers, one must point out that a successful practitioner must possess "know-how." This is an apt description of the dual needs of an adequate knowledge base and of the skills and means of getting things done. The knowledge dependence is increasing rapidly and almost universally, while purely experience-based practice is decreasing in importance. Industrial arts, to move effectively into a commanding position in providing for investigative learning, should pattern its offerings around cognitive themes that form the base of a multiplicity of occupations or careers. These have been aptly designated by the term "universal themes" by James Hammond. The widespread current planning for career development programs in public education indicates that this is the time for industrial arts to move strongly into this type of activity.

Industrial arts, or more generally the art of the practitioner of a wide variety of human activities, by its very nature can provide a sorely needed variety of learning opportunities to help match individual and diverse learning styles, tastes, and aspirations of different students. When one asks the question "how shall one set guide lines for the organization of technical projects and activities?" ambiguities arise. A number of possible criteria suggest themselves. One can organize programs about generalizable and widely applicable skills, such as electronics or instrumentation; about problems and missions of identifiable social concern; about the classical divisions of engineering, such as civil, mechanical, electrical, etc.; or about broad concepts and principles not only of the underlying physical sciences but of technology itself, such as feedback, amplification, stability, etc. There is no simple answer, and it may well be that there is good use for all the above and probably other modes of organization. In any case it is evident that any of these is compatible with, and indeed reflects strongly, the cluster concept of Dr. Maley.

In any case, there is an urgent need for a continuum of modes which hopefully will help eliminate the distinction between pre-professional and pre-vocational education.

Topic III: Educational Considerations

Speaker: G. Wesley Ketcham

Making industrial arts relevant requires a thorough understanding of the total educational program and recognition of the fact that industrial arts is an important part of that total program.

Education has a responsibility to provide environmental experiences which will encourage and promote both group and individual learning actions which will develop the knowledges, skills, habits, and attitudes necessary for positive participation as members of society. Educational programs should be based upon both the common needs and the special needs of the individual and the community to be served.

All youth have "common needs." These needs are basic to the development of a fully functioning individual as an active member of a democratic society. One of these is the need for vocational experiences and understandings. In this instance the term vocational is used in its broadest sense. It is still probably the most neglected and misunderstood phase of the so-called "general education" program.

It is important to note that at this point reference is made to industrial education in its broadest meaning. Intensive vocational education of the narrow, single occupational type has often been mistaken for the needs of the unsettled and confused youth. In terms of present day and the projected technological changes, it is important that both industrial arts educators and those responsible for vocational-industrial and technical-industrial arts education work together in a united effort to adjust their programs to the ever-changing needs of youth.

Relevancy in industrial arts means the establishment of a broad basic approach to the understanding of industry and technology. As an initial step, the formalization of the program at grade levels 6, 7, and 8 will have greater significance and potentiality if a more realistic approach is used.

Such an approach should consider three major categories of industrial interpretation and curriculum development. They are:

1. *Production (material processing)*

- a. Construction (all forms of structures)
- b. Manufacturing (the fabrication of useful products through custom and/or line production methods)
- c. Material Testing (of natural and man-made materials, assemblies and finishes).

2. *Power (useful energy)*

The development of a basic understanding of all major forms of energy sources and their practical application to useful products and services of industry and technology through:

- a. Electronics
- b. Fluidics
- c. Mechanics
- d. Instrumentation.

3. *Graphics (visual communication)*

- a. Research and Planning
- b. Sketching and Drafting
- c. Printing (Relief, Intaglio and Lithography)
- d. Photography.

Such a program should constitute a significant part of the educational program for all students at the middle school level. Obviously, there is need for curriculum change in many quarters. The dilemma facing many industrial arts teachers who wish to change is "what direction should be taken; what changes should be made?" Any good educational program is constantly changing and adjusting to the needs of the individual and his changing environment, but there is concern in the minds of many as to how much of the proposals now flowing from institutions of higher learning represent true leadership and how much represent untried and impractical theory riding high on good publicity programs.

Pilot programs based upon new approaches to proposed curriculum change should be encouraged and evaluated. Caution is needed to insure careful, unbiased interpretation of the pilot efforts.

If industrial arts is to be relevant, its exponents must be concerned with many of the changes taking place around them. The alert industrial arts educator will become aware of his own need for problem solving techniques which will take advantage of the practical elements in new programs, flexible and modular scheduling, interdiscipline approaches to curriculum design, the changing role of the teacher, and the problem versus the project, to mention but a few.

The flexible, modifiable, and dynamic industrial arts program, which is developed on the basis of the changing needs of the individual and the community in the

total educational spectrum, will be relevant and will make a significant contribution to the future of a democratic society.

INDUSTRIAL ARTS CONCURRENT DISCUSSION GROUPS

Saturday, December 6

Theme: Making Industrial Arts Relevant—Some Exemplary Programs

Group I: Making Industrial Arts Relevant in the Elementary Grades

Discussion Leader: Robert Thrower

Host: William J. Baulis

Recorder: Fred J. Dreves

The major objectives of a current series of conferences in New Jersey on Elementary School Industrial Arts was started initially "to identify and evaluate the various approaches that are being taken and to determine which seem to be the most appropriate in terms of relevant education for children." The following is submitted for consideration with regard to this objective. It was concluded that elementary industrial arts personnel are primarily concerned with the welfare of the elementary child; that they focus attention on a relevant curriculum for the elementary student; and with the inclusion of world-of-work, tool-material-process experiences in the curriculum. It has already been learned that these activities can be included in several different ways, and it appears that no one way ought to be promulgated at the expense of another.

Also along these lines, the New Jersey State Department's Technology for Children Project decided that its contribution to a relevant elementary school curriculum could best be achieved in a spirit of professional cooperation guided by two rules. The first is that general education (teachers and administrators) must ask for or be willing to consider the expertise of special education. The second rule is that both generalist and specialist respect the expertise of the other and never deprecate one another.

Group II: Making Industrial Arts Relevant in the Junior High School

Discussion Leader: Raymond Ginn

Host: Albert J. Conte

Recorder: Edgar A. Wagner

Dr. Fred Kagy introduced the topic and divided those in attendance into three discussion groups.

In the areas of objectives and content, several concerns were expressed. It was felt that career guidance should be supported as an objective of industrial arts. In the same tone it was pointed out that industrial arts should be a part of, but not solely responsible for, the development and operation of new career development courses. To achieve this end, it was suggested that cooperation between industrial arts, industrial vocational arts, and the other vocational areas is important in that they have in common the objective of career development for all individuals. As for the content of industrial arts, two major suggestions were made. The first is that the new industrial arts should center around production, power, and graphics; and second, that every effort should be made to introduce new materials and processes.

In the area of methodology, it was suggested that industrial arts teachers promote cooperative efforts between other teachers from kindergarten up. The guidance function needed on the junior high level should result in coordinated programs among the total faculty with an emphasis on the regards and satisfactions in working for a living. The problem solving approach should be the dominant teacher method

used in industrial arts and students should have the freedom of mobility among the three proposed curriculum area labs.

Group III: Making Industrial Arts Relevant in the Senior High School

Discussion Leader: Frederick Kagy

Host: Murray N. Solomon

Recorder: Roger W. Haskell

In discussing the making relevant of senior high industrial arts, several concerns were raised. The following are three of the major concerns expressed by the group.

The first was whether industrial arts personnel should be concerned with obtaining federal funding of programs from existing vocational education legislation. If so, what will be the repercussions for the profession? Will the 1963 and 1968 acts aid in better defining the role of industrial arts at the senior high level, or will industrial arts be eliminated by vocational industrial programs at this level?

A second concern centered around the need for coordinating industrial arts programs from kindergarten through grade twelve. Along with the need for an articulated industrial arts program is the need for integration of industrial arts activities with other school subjects.

Finally, it was felt that present industrial arts programs do not adequately examine how technology affects man. Industrial arts at the senior high level should become more people and problem centered versus the traditional project centered approach.

INDUSTRIAL ARTS CONCURRENT GENERAL MEETINGS

Sunday, December 7

Theme: Making Industrial Arts Relevant—Some Exemplary Programs

**CONCURRENT SESSION I: ELEMENTARY
SCHOOL PROGRAMS**

Chairman: James Kirkwood

Host: Charles Sandler

Recorder: Alvin R. Voelkner

Topic I: World of Inquiry Schools

Speaker: John Borgeson

Learning takes place through active involvement. Greater interest in learning is stimulated when opportunity is provided for inquiry and discovery. The World of Inquiry School is a demonstration of the geographic, ethnic, economic, racial, and academic mixture that is a virtual image of the urban microcosm.

To insure maximum academic, social and psychological achievement, the World of Inquiry School operates under a unique administrative structure—a more manageable pupil-teacher ratio, an innovative utilization of teacher and supportive staff, and maximum self-determination and freedom for its pupils. It also utilizes the talents of inspiring, though non-certified, resource persons from the community. It is planned that this be a school which will disseminate and demonstrate to area schools and teachers the exemplary aspects of the innovative program.

The industrial arts interest area of The World of Inquiry School utilizes three-dimensional learning activities directly related to the classroom unit of work. Industrial arts is an integral part of the teaching procedure of the elementary school. It is for all boys and girls. Pupils are introduced to a variety of raw products, processes, tools, and materials. They acquire an appreciation for the skill, ingenuity, patience, and time required to produce a finished product. The purposeful expression of ideas

through tools and materials helps students to discover and to develop their natural abilities. A natural social situation exists throughout the school which allows for certain character traits to be observed and developed.

Individually, pupils are able to work on projects of their own choice in any combination of the following areas: woodworking, ceramics, metals, graphic arts, plastics, electricity, photography, power, and welding. The prerequisite for individual projects is that each pupil must have a plan before attempting a project in any area of the shop.

Topic II: Technology for Children Project

Speaker: Richard B. Harnack

The Technology for Children Project has a six-man team within the New Jersey Department of Education, Division of Vocational Education. Its purpose is to enhance elementary school education by developing positive attitudes toward vocational education and the world of work in the students.

Funded two separate times by the Ford Foundation, the project has been in existence for three and one-half years, and has expanded its implementation to include 40 school districts, 60 schools, and 120 classrooms. All teacher-participants have been trained by the Project and furnished with tools and a tool cart for use with their children. The six-man staff is on call to participants to offer assistance in a variety of ways. Additional support is given to cooperating teachers through a monthly newsletter, in-service meetings, and technical hardware curriculum materials on a loan basis. Recently a structured open-ended curriculum package has been developed. It is distributed primarily to new teacher-participants, but is also used to encourage seasoned Technology for Children teachers to branch into new areas.

The Project has undergone a partial evaluation in examining student attitudes in the area of group problem solving. Significant differences were found, showing a more positive attitude among Project students toward the experimental classroom environment. A significant difference was also found in favor of the Project students in the amount of participation in the operational stage of a group problem solving experience.

Presently an experimental study is underway to determine the effect on student math, science, language arts, and social studies achievement in the project classroom versus the traditional elementary classroom.

Topic III: Industrial Arts in the Elementary Schools of New York City

Speaker: Harry Krane

Industrial arts contributes to the Elementary School Educational Program through its unique subject content, methods, and techniques. It serves as a vehicle of enrichment; makes the abstract more meaningful; enhances the other academic disciplines; and provides motivation for the improvement of reading skills, oral expression, and group participation. It adds to the development of motor skills and co-ordination.

Industrial arts provides occupational orientation for the world of work which the student will ultimately face. This is achieved by providing tangible first-hand experiences concerning tools, materials, processes, and occupations of industry directly related to units of study in the elementary school curriculum. In many cases the opportunities for success and satisfaction derived from the industrial arts activities also make a significant contribution towards the development of a positive self-image in the child.

Among the essential educational concerns are the physical plant, the teacher, the program, articulation, planning, and funds.

Since most parochial and public elementary schools do not provide such programs in New York, a Mobile Industrial Arts Learning Center has been designed and implemented via ESEA Title III Umbrella 2 funds. This project, a school/community interaction activity, is the forerunner of the concept which may solve the problem of space via a fleet of mobile modular learning centers.

CONCURRENT SESSION II: JUNIOR HIGH SCHOOL PROGRAMS

Chairman: Leslie Cochran
Host: Joseph Calin
Recorder: Earl S. Mills

Topic I: Construction and Manufacturing

Speakers: Nelson H. Gray and Warden B. Muller

The Industrial Arts Curriculum Project (IACP) is a joint venture of The Ohio State University and The University of Illinois to develop an industrial arts program for junior high schools. This program is financed by the U.S. Office of Education and supported by both labor and industrial organizations.

The IACP staff spent about 18 months doing intensive research and meeting with leaders from education, business, labor, and industry to formulate a rationale for the study of industry. One of the first tasks was to define industry and industrial arts. A working definition of industry was found to be "that subcategory of the economic institution that changes the form of materials in response to man's wants for goods." It logically follows, then, that "industrial arts is an organized study of the knowledge of techniques used in construction and manufacturing or industry."

These two broad categories of construction and manufacturing are the only ways in which man changes the form of our raw materials and adds value to these materials. A study of the man-made world will do for the students what science does with the natural world.

If we look at the traditional industrial arts courses of metalworking, woodworking, drafting, printing, and etc., we discover that we are teaching various craft trades which were very appropriate a few decades ago. However, the study of these craft-orientated trades is very limited in providing youth with a chance to gain insight into the man-made world of industry.

A two-year sequence of study was developed for the study of industry. The first-year course is "The World of Construction," in which the students study the managed-personnel-production system which produces products manufactured in a plant. Thus, in the two-year sequence, the students will study how man changes the form of and adds value to our raw materials.

To study the concepts of these two broad areas, it was necessary to prepare specially designed textbooks, laboratory manuals, and teachers' guides. The materials for the textbooks were written by experts in the various fields and then grade-leveled by editors and junior high school teachers. The students use these textbooks for out-of-class preparation. During their laboratory time, the students use a specially prepared laboratory manual to guide experiences which reinforce the concepts learned from the textbook. These materials will be commercially available by September 1971.

Topic II: Industrial Technology

Speaker: Marion A. Brown

Knowledge can be subdivided into three areas—science, technology, and humanities. Science deals with what is found in nature; technology deals with the changes

man makes in his material world; the humanities are concerned with the values of man. Science deals with what is; technology deals with what will be; and the humanities deal with what ought to be. Others will say: science is, technology uses, humanities result.

The technologist is one who finds new ways of using the knowledge of science. We call these men inventors. Some have stumbled upon their inventions; others have spent long periods of time in methodical work, either individually or in groups, conceiving something useful.

Manufacturing, a prime user of technology, is an institution commonly called "industry." Since industry plays such an important role in our lives, it has found a place in our educational program. For the past six decades, this phase of education has been called "industrial arts." In recent years the term "industrial technology" has been applied to a new form of industrial arts.

Some of the skills, methods, and techniques used in the old industrial arts will continue to be used in the new, but new developments have made a new approach to a study of industry and its technology mandatory. Commissioner of Education John W. Gardner referred to the essence of this new approach in the November-December 1952 issue of *Think Magazine* when he stated:

"If we indoctrinate young people in an elaborate set of fixed beliefs, we are ensuring their early obsolescence. The alternative is to develop skills and habits of mind which will be the instruments of continuous change and growth on the part of the individual."

The Orange County (Florida) program presents an interpretation of the above philosophy for grades 7, 8, and 9. It provides three courses of study designed to attain the unique objectives of this subject in each grade.

A one semester course in *Communications* is provided for the 7th grade. It introduces the student to the ways and means by which man has employed and developed technology to aid him in better communicating ideas and information. It places the traditional technical subjects of drafting, printing, photography, and electronics in a new context. Instead of attempting to develop skills in the technical areas, this course attempts to develop understanding of the changes man has introduced into his capacity for communication. Opportunities for experimenting, creating, inventing, and the like, and for developing greater understanding are provided through a variety of student activities. These student activities include drawing, printing, rubber stamp, silk screen, photography, and electronics.

A second one semester course in *Manufacturing* is provided for the 8th grade. It introduces the student to the ways and means by which man obtains and changes the natural resources of the earth to produce his material welfare. It combines the traditional materials (wood, metal, etc.) oriented courses into an approach that helps the student understand how products are designed, engineered, produced, and marketed.

The third course of study is for a full year ninth grade study of *Power Technology*. Some may call this transportation, but transportation is only one user of power. The program we are proposing introduces the student to the ways and means by which man has harnessed energy to produce power to make his work easier and to move himself and the things he produces. This "power" course of study covers the sources of power, how it is stored, how it is measured, how it is controlled, how it is distributed through hydraulics, pneumatics (fluidatics), electricity, electronics, and combustion (internally and externally).

We live in an industrial society. There is room in an industrial society for everyone, and everyone has a place. It is left up to an individual to find his or her place in

that industrial society. Through this program, it is our desire to help boys and girls find their places in the society in which they live.

CONCURRENT SESSION III: SENIOR HIGH SCHOOL PROGRAMS

Chairman: Walter C. Brown

Hosts: Harold J. Enzian, Joseph E. Carpenter, Rene J. Thomas

Recorder: James A. Kichefski

Topic I: A New Industrial Arts

Speaker: E. Allen Bame

The demands of our changing world of work are causing changing demands on education. We are rapidly moving into the position where education is the process that helps the individual understand the inevitable changes which are going to occur during his lifetime, and helps him relate his knowledge with the new demands of his environment. Industrial arts is finding itself in the forefront of this demand for change which is coming from education and the students.

The Warrensville Heights School System of Ohio is attempting to meet this realized need by individualizing instruction. The goal is to meet the needs of individual students rather than try to fit all students into the same mold. This is being done by the use of the data bank concept of resource materials and persons rather than the singular textbook; by paraprofessionals to assist with the mechanics of running an industrial arts lab, thus freeing the educator to work more closely with students; and by a more open class organization with students assuming a part of the responsibility for their own education. Interdepartmental cooperation within the school and intradepartmental work within the industrial arts department also contribute to a program that in many ways is a new industrial arts.

An example can be found in our Visual Communications lab. It houses a complete offset printing facility and three darkrooms for various photographic operations, including process photography to the offset printing. Classes here include the three grade levels, having both boys and girls. Varied interests are evident with students presently working in black and white, and color photography; screen process; and offset printing.

Instead of the more traditional step-by-step sequential study of the various phases of offset printing, the students were allowed to break up into groups or to work individually. They selected a problem and began toward its completion. These problems were student-developed, with student values paramount, and therefore carried a high degree of student involvement. Once the student selected his problem, approaches to its solution were outlined, and he began working. Several groups chose to make questionnaire studies and print the results for distribution to their humanities classes. These covered topics including the Vietnam War, the Moratorium, student use of drugs and alcoholic beverages.

One girl printed a booklet explaining gymnastics. She used her own illustrations and descriptions of various exercises. Several students are interested only in photography and their work includes experimental photography, copying methods, photo essays, and color photography.

In general, no specific instruction is given until a student or group of students has need for it. This contributes to a climate of relevance with students engaged in activities that are realistic and meaningful to them. This same general procedure is being used in all classes in the department in varying degrees.

Topic II: Manufacturing

Speakers: William L. Clanton and Allen H. Gablesen

The Industrial Arts Department ninth grade offering at Evanston Township High School, Evanston, Illinois, involves the study of selected functions of industry. The major goal of the course is to enable students to see the unity and wholeness of modern industry through studying such functions and by exploring their interrelatedness.

Currently a three-man team conducts the program for 325 students in a specially designed facility. Student labor forces are organized into manufacturing companies. Included in these forces are labor unions and boards of directors.

Large group sessions conducted by the teaching team are used to develop concepts of industrial organization and functions, to provide information related to product development and manufacture, and to provide overall continuity. The concepts presented to large groups are refined and implemented in small groups. All manufacturing takes place with small groups in the multi-purpose facility.

At the beginning of the school year, students mass-produce items through the use of teacher-designed machine jigs and fixtures without the development of specific skills or knowledge about specific processes and materials. The level of student involvement, in a spectrum ranging from product development to packaging and distribution, is increased as additional items are mass-produced during the year. The final product is largely student-planned, engineered, and produced.

Topic III: Materials Fabrication and Testing

Speakers: Ralph Gallington and James H. Yardon

Materials Fabrication at Plantation High School, Fort Lauderdale, Florida, is innovative in that it presents a facet of industrial arts often overlooked. The heart of the program is the testing laboratory. This facility enables the student to find out for himself why materials fail or endure. All types of fabrication, forming and machining processes are investigated.

The theme of testing is applied in a wide spectrum of industrial fabrication—from space engineering down to the development of durable children's toys. Sophisticated testing machines and devices are used, and typical manufacturing procedures and machines are featured.

Materials are the foundation of the program; while the second section of the program is processes. Finally, fabrication is the culmination where materials and processes are put to the test of interrelating. Through each step, testing is the key. In each level the questions which follow are answered for the student.

1. Materials: Are the materials suitable in raw form?
2. Processes: Has the work (cutting, drilling, bending, twisting, hardening, tempering, annealing, fitting, etc.) changed the character of the material, making it unfit for fabrication?
3. Fabrication: Does the final interrelating of parts and joining (soldering, welding, gluing, bolting, finishing coats, etc.) change the character of component parts, making them unfit for their function?

Durable goods manufactured for human consumption are only as durable as their component parts. To manufacture reliable products today, testing and quality controls must become an integral part of the enterprise and provide an ideal base for study.

INDUSTRIAL ARTS CONCURRENT GENERAL MEETINGS

Theme: *Making Industrial Arts Relevant for Youth With Special Needs—Some Exemplary Programs*

Sunday, December 7

CONCURRENT SESSION I: CULTURALLY DISADVANTAGED YOUTH

Chairman: James Buffer
Host: Walter J. Barry
Recorder: Paul Morehart

Topic I: Mount Vernon Elementary School, Chicago, Illinois

Speaker: Sheadrick Tillmann IV

Sociologists, psychologists, and educators have regarded the problems of the ghettos in a manner implying that there is no culture, no culture heritage, no inherent value system or an inadequate system. Talking in circles has been the general extent of attempts to explain the existence of the disadvantaged youth. This vicious circle of characteristic causes must be broken and solved to preserve society as it is today.

The purpose of this presentation is to demonstrate how the World of Construction course of The Industrial Arts Curriculum Project presents itself as a total educational package made relative to the needs of a "culturally disadvantaged" youth. These needs are met by the project offering: (a) concrete materials, (b) personal experience, (c) maximum opportunity for participation, and (d) classroom structure. The objectives of the Industrial Arts Curriculum Project are closely related to three behavior objectives: (a) the cognitive objective stresses active learning, realistic experience background concepts, and sequential programmed skills; (b) the affective objective stresses self-awareness, a sense of connectedness with society, appropriate modes of emotional expression; (c) the career objective stresses an understanding of economics, safe work attitudes, work attained according to ability, and limited career exploration.

Topic II: Roosevelt Junior High School, Columbus, Ohio

Speaker: Larry R. Miller

Basic Mechanics is a junior high school course in the Columbus, Ohio schools designed especially for the inter-city school students. The overall purpose of the program is to provide the non-verbal learners and potential dropouts with a variety of selected experiences that will better prepare them for gainful employment. Sub-sets of this purpose include practical application of communication skills, mathematics, and science; occupational guidance; and wholesome work attitudes and habits.

Basic mechanics is an activity-centered program with major content areas in small engine mechanics, electricity, home maintenance, and appliance service and repair. Activities are selected on an exploratory and motivational criteria with an emphasis placed on activities that provide optimum learning experiences.

Attributes to the program include laboratory facilities and a course structure that are designed with several flexible features. This permits a wide choice of learning experiences depending on the particular school setting, abilities and limitations of the teacher, and needs and interests of the students. Other factors include favorable community responsiveness, in-service teacher preparation meetings, and pupil selection parameters.

Topic III: Junior High School No. 2, Trenton, New Jersey

Speaker: Thomas Meirs

Many Trenton children are uprooted and thrust into a totally alien environment. In some families there is no father, and in many families the mother works. There is little or no home life. The children often eat on the run and sleep two or more to a bed in an unheated home. There are few church ties and there is little or no religious

training. Living in overcrowded conditions, they have difficulty in respecting the personal rights of others. Having very little of their own, they lack respect for public and private property. Poor examples at home are not conducive to accepting responsibilities.

The Industrial Arts Curriculum Project has certain advantages for this type of disadvantaged youth.

The traditional industrial arts program was sufficient to meet the needs of Trenton students ten years ago, because it offered a broadening exploratory experience. It especially provided them with the knowledge and skills useful in the recreational activities conducted in the middle class home workshop and provided a fair picture of industry as it formerly existed.

The changes in the population and advances in industry have necessitated a change in industrial arts in order to make the subject relevant. The three objectives of industrial arts identified by the Industrial Arts Curriculum Project of the Ohio State University and the University of Illinois are felt to be equally relevant to culturally disadvantaged youth.

Some changes are necessitated in teaching the IACP program to culturally deprived students. One problem area is the fact that the average eighth grade Trenton student reads at a fourth grade level. The IACP Manufacturing textbook and laboratory manual have been written at an eighth grade level. Poor study habits often developed in rebellion to, or by lack of interest in, other subject areas must be overcome. Because the IACP program utilizes classroom work in addition to the laboratory activities usually associated with industrial arts, maintaining initial interest can be a real problem, especially to the inexperienced teacher. Group work plays an important part in overcoming this problem. Students must also be helped to work together for common rather than individual goals. Finally, the ability to be flexible and innovative is a prerequisite to success.

CONCURRENT SESSION III: ACADEMICALLY TALENTED YOUTH

Chairmen: Everett Israel and William Warren

Host: John H. Timmins

Recorder: Carl Butler

Topic I: Gearing High School Mechanical Drawing Programs to the Needs of the Engineering College-Bound Student

Speaker: Donald V. Gearan

The area of mechanical drawing, perhaps more than any other in industrial arts, has served the needs of a truly broad cross-section of the school population for many years. Even so, few programs have been developed that are solely aimed at preparation of students planning to enter engineering colleges. Teachers who have tried to provide realistic and progressive programs for the engineering bound student have had their horizons lifted. By involving themselves in a process of re-education to meet this specific challenge, they discovered that other fields of education relate closely to the drawing area. Vector analysis problems in physics could be done more effectively, much quicker, and with adequate accuracy on the drawing board.

The study of graphical mathematics is another area to be considered. It offers an opportunity for integration with the higher level mathematics classes. The use of nomography and various types of logarithmic scales and charts in the analysis of experimental data has foundation in the drawing room and application in several other departments.

How, then, do you get gifted students into the drawing room? The answer seems to lie in the attitude of the teacher toward change. If he is afraid to tackle descriptive geometry as an approach to projection theory for the more capable students, he will drive them away with the old copy method. If he does not take the initiative to look for methods to integrate his program with other subjects in the school that have the gifted students, then they will see no challenge in his drawing room. If he does not relate the knowledge that he can impart to the realities of current educational thought and modern industrial technology, then the top students will see no relevancy in his program to their needs or aspiration level.

Topic II: Industrial Arts Can Meet the Needs of the Academically Talented Lexington High School Student

Speaker: Leo V. Gittzus

Industrial arts studies for the academically talented student at Lexington High School, Lexington, Massachusetts, are generally very highly individualized. These students have had an exploratory experience in an industry related environment during their junior high school years. Their first courses on the high school level are usually the same as those for all students—but with “teacher adjustments” through the use of multi-level teaching techniques and class organization, permitting them to continue their educational development at their own pace.

During their sophomore year in school these students seem to begin to need a different type of task to challenge them. Our industrial arts program now has three avenues these students can pursue for further technology related studies:

1. Pre-engineering types of courses such as: (a) pre-engineering laboratory experiences, (b) pre-engineering drafting, (c) engineering graphics and graphic science.
2. Research and independent study programs. Each student submits his topic and plan of study for approval by his advisor and the department head. All community resources are available to him.
3. The “Education without Walls” program. This is an interdisciplinary approach involving about 90 seniors studying a broad topic or system, such as man and his environment. A number of students from this program are presently undertaking short-term or mini-courses in the industrial arts department. The variety of such courses which a department can offer are innumerable and would satisfy the interests and developmental needs of many students.

INDUSTRIAL ARTS GENERAL MEETING

Monday, December 8

Theme: Making Industrial Arts Teacher Education Relevant Through Pre-Service and In-Service Education as Viewed by a Supervisor

Topic I: Relevance as Viewed by the Supervisor

Speaker: James O. Reynolds

Teachers in the classroom are extremely vulnerable to all types of evaluation, including the gamut of students, principals, supervisors, community, and any other individual or group invoking judgment. The mandate from all these sources is to accept the student as he is, where he is, and to prepare the best product possible.

The supervisor must impress upon the teacher that his allegiance is to teach, stimulate, promote growth and understanding to his students in his field of endeavor. Supervisors can only build upon the foundation which the teacher educator provides, and in many cases, we are inhibited in improving the super-structure due to our limitations. We appeal for in-service to aid and assist the teacher to grow and

improve his skills. Perhaps, each teacher educator could spend an entire week in a public school industrial arts department. This is not a new idea and the ramifications may be tremendous. Any teacher educator who has not been in the public schools as a teacher since 1960 cannot "Tell It Like It Is" when the appropriate time arises to discuss discipline problems. Such problems do exist and pre-service programs should prepare the new teacher for them. Another area of great concern is school shop safety. With the aroused concern of legislative bodies, it becomes a mandatory charge to include safety in the curriculum. Those who have not had a relevant first-hand industrial situation should be provided this experience before graduation.

All teachers are leaders. Were they not so, they could not function as classroom instructors. Encourage them to participate in professional organizations, to put their ideas on paper, to share with their peers and profession, and to involve themselves in a public relations program. Give them, as had Diogenes, a lamp.

Topic II: Relevance as Viewed by the Teacher Educator

Speaker: Ernest Minelli

It is not possible to do an effective job of mass education within the walls of a single classroom or when the instruction is limited to fragmented facts and courses taught in relative isolation. Programs must be designed for students who will live in the twentieth and twenty-first centuries. Correlation and partnership are requisites for functional learning and must be based on the requirements of an emerging and changing society.

High hopes exist that the "Guide to Improving Instruction in Industrial Arts" will hasten the process of making industrial arts education meaningful and relevant. The "Guide" makes direct reference to the shift from a curriculum reflecting only the trades to an approach that includes concepts drawn from the total institution of industry. It further emphasizes the need for categorized understandings—to see the relationships of each learning to the total. This calls for structuring of industrial arts knowledge and for a quality of teaching that reveals this structure to the learner. The "Guide" emphasizes learning that is based on understandings and concepts, thus promoting transfer to novel problem situations and student responsiveness to the changing times. It is relevant because it seeks wholeness of industrial learning experience—not fragmented elements learned in isolation. It suggests learning experiences that provide for application and adaptation to other situations outside the classroom, and it accommodates students in the total range of talents and interests.

Programs of teacher education must provide—

1. A curriculum composed of elements from professional, liberal, and specialized subject matter areas.
2. An individualized program adaptable to individual competence and the special needs of students.
3. An all-university approach that integrates and unifies learning, that does not emphasize subject matter boundaries as rigid barriers to interdisciplinary thought.
4. Full-time internships both in schools and industry.
5. In-service education suited to the needs of a particular school system.
6. A cooperative partnership with secondary schools, community colleges, other universities, and with business and industry. The job of teacher preparation is too big for one institution to accomplish alone.

Topic III: Relevance as Viewed by Teacher Educators and Supervisors

Speaker: John Mitchell

Industrial Arts Teacher Education, to be relevant, must anticipate the problems which the future teacher will face and also provide a philosophical base that will accommodate an ever-changing technological scene.

The Maine State Plan for industrial arts developed in response to the technological and educational maelstrom of change that developed across the nation in the fifties. In 1962, the Industrial Arts Department of Gorham State College prepared curriculum materials for a state department publication which sought to modernize industrial arts instruction within a framework reflecting industry and technology, as suggested by Warner and advanced by Olson. There was little positive response by teachers across the state until later, when a program of in-service education was instituted by the newly appointed state supervisor of industrial arts, Mr. Elwood Padham. A series of conferences throughout the state was able to generate a curriculum plan that took into account the problems and thinking of the local schools. The resultant plan had defects, but it did receive state-wide acceptance and is now quite universally used in the state.

The various units were based upon student interest but reflected a picture of industry in its totality.

The pre-service teacher education program to support this curriculum now has a new Industrial Education and Technology Center at Gorham State College which offers courses in manufacturing, construction, power and transportation, electricity/electronics, and graphic communications.

The State Education Department Guide to the new Industrial Arts Curriculum has acted like a catalyst for in-service education to acquire the new knowledge and skills required by the program.

The challenges for change place a heavy burden of responsibility upon teacher education for pre-service and continuous in-service opportunities for acquisition of new skills and understandings.

INDUSTRIAL ARTS GENERAL MEETING

Tuesday, December 9

Chairman: Ernest Minelli

Host: John P. Doyle

Recorder: Clyde W. Hall

Topic: Making Industrial Arts Relevant Through the Use of "The Guide for Improving Instruction in Industrial Arts"

Speaker: Frederick D. Kagy

The purpose of this paper is to present a way that the content of the "Guide to Improving Instruction in Industrial Arts" can be adopted for use in the classroom. The area of industrial arts chosen for concrete examples is graphic arts. This is the same area explained in detail in the guide.

Three assumptions must be accepted by a person planning on using the guide. One, that the content of the guide is the content to be taught in the industrial arts program. Two, the goals suggested in the guide are the goals of an industrial arts program. Three, industrial arts can be defined and that the definition is accepted.

A model was suggested for the arrangement of the content. The model took the shape of a pyramid. The content of the guide was then divided to fit into a pyramid model. Each layer of the pyramid forms a series of blocks of content, with the base

layer suggested as the manufacturing operations and the top block as top management. A breakdown for each of the blocks of the major components is as follows:

I. Manufacturing

- A. Continuous Tone Photography
- B. Character Generation
- C. Copy Preparation
- D. Process Photography
- E. Negative Assembly
- F. Image Carriers
- G. Image Transfer
- H. Finishing and Binding
- I. Service and Repair

II. Production Management

- A. Production Planning and Control
- B. Industrial Engineering
- C. Plant Engineering
- D. Purchasing
- E. Quality Control

III. Research and Development

- A. Research
- B. Development
- C. Product Engineering

IV. Personnel Administration

- A. Employment
- B. Organization Planning and Development
- C. Wage and Salary Administration
- D. Employee Services
- E. Industrial Relations

V. Marketing

- A. Marketing Research
- B. Advertising
- C. Sales Operations
- D. Sales Promotion
- E. Sales Planning
- F. Physical Distribution

VI. Finance and Control

- A. Finance
- B. Control

VII. External Relations

- A. Communications and Information
- B. Public Activities Coordination

VIII. Secretarial and Legal

- A. Secretarial
- B. Legal

In order that a meaningful arrangement of the preceding content be developed, a pyramid model having three levels of instruction was recommended. From the first through the third, these levels of instruction are:

1. Exploratory level (broad study and experiences in basic graphic arts processes)
2. Cultural level (study of the graphic communications industry as an industrial enterprise)
3. Technical level (in-depth study of the materials, machines, and processes in specific cluster areas of the graphic arts).

The top of the triangle is rounded to suggest that you never reach the top, for as we gain new knowledge in the field, we must continue to study and keep up with changes.

INDUSTRIAL ARTS GENERAL MEETING

Wednesday, December 10

Theme: Fluid Power Seminar for Teachers

Discussion Leader: William Wolansky

Host: Murray N. Solomon

Recorder: Richard Hornchek

Topic I: Fluid Power Instructional Equipment and Materials for Classroom Use

Speaker: Peter Zanetti

Today we have fluid power hardware on the market. There are at least seven companies displaying such equipment at this convention. The educational community and the manufacturers of fluid power training equipment should be proud that in these few short years such fine equipment has been made available to support fluid power programs. This is a giant step forward, but only the first step.

There is a difference between training and education. We should recognize that there is a need for both types of programs in the fluid power field. Industry needs and educators must find ways to provide their students with the following skills:

1. Ability to maintain installed fluid power systems
2. Ability to install and modify fluid power devices
3. Ability to recognize where fluid power hardware is applicable to the control and operation of industrial and mobile equipment and then design the necessary hydraulic or pneumatic circuits
4. The ability to invent and create new types of fluid power components and system.

The first two skills listed, installation and maintenance, are largely a matter of training. The second two skills also call for training, but more important, they call for the education of the individuals. The education or training of these personnel must provide sufficient knowledge to cope with future developments.

No school has unlimited funds, and therefore, hardware manufacturers must provide equipment to meet the program needs at the lowest possible costs. It behooves our company to provide learning systems that meet these needs.

A learning system should provide an experimental, hands-on system, that works from the student up to the teacher. It should be motivational and adjust to the level of the student.

The true learning system is a product that has the hardware plus the software. It must be portable, the equipment need not be precise, and it must be open-ended so the student can go beyond the software. If the product can do this, then it will also create the need for a good teacher.

Look for these things in the purchase of learning systems:

1. Open-ended, software
2. Long-term product guarantee, with life-time service availability
3. Full range of experimental capability with the need for add-on components
4. Ability to be used with all types of industrial components and not limited by initial design
5. Portability.

The industrial educator must get his students to think and to become organizers and not followers. The learning system will give the learner the initiative to get involved and learn by doing. Teachers have relied on the lecture-demonstration technique in the past, and now with the new technologies, they must move to a learning systems approach.

Topic II: Teaching Theory to Students in Introductory Fluid Power Courses

Speaker: John Nagahosian

The typical lecture cannot be used in fluid power programs. The teacher must not assume that students have any knowledge of fluid power. If this is done, you will soon have to backtrack and much time will be wasted. Fluid power is really a form of applied physics. The teacher must relate the new fluid power concepts to other physical principles with which he is already familiar.

Unfortunately, there are very few textbooks on the market. The teacher must therefore present the new concepts fully. Visual communication is necessary. The overhead projectural, slide, film, mock-up, cutaway, and actual components and systems are needed to meet your objectives.

With the new hardware on the market, it is now possible for the student to get a hands-on experience. The students must become involved and the teacher must organize the laboratory experiences that support the visual concepts formulated. This is the only way that we can avoid losing the student in the fluid power program. They are very willing to assist in whatever fashion you may desire. You can call on them for materials or manpower.

The society is also willing to set up educational committees to work with the AVA or your local groups to formulate objectives and to work out the tasks of getting a fluid power program into your school.

Topic III: Implementation of Fluid Power Education in the Emerging Curriculum of Power Mechanics

Speaker: Angus MacDonald

The present curriculum trend in the emerging curriculum of power mechanics is toward a broad interpretation of power which not only includes sources but also covers the transmission, mechanical, electrical, and fluid. The central theme of the emerging power mechanics curriculum is power under control.

Because of the general nature of power mechanics which is used as an exploratory or first course in a program leading to a specialization, the three major types of power studies should be studied as a whole and not in separate and distinct packages. This point is brought out by three basic guidelines:

1. In power mechanics the three forms of power should not be isolated from one another for study, because they are not in reality isolated in basic theory or application.
2. In power mechanics the components of each area of power should be compared with components from the other two areas with regard to function and other properties and characteristics.

3. In power mechanics mechanical, fluid, and electrical systems should not be studied as individual elements of a system but as complementary elements in a total system.

The power mechanics teacher is a unique teacher; he cannot be a single subject area teacher, but he really must be an instructor of three areas of technology, namely, mechanical, electrical, and fluid.

Topic IV: How the Fluid Power Society Can Help the Classroom Teacher

Speaker: Russell Henke

The Fluid Power Society is trying to coordinate the dissemination of a wide variety of resource material from the fluid power industry. Many people have made use of this service, but often the society has not been able to give the kind of assistance you really need. We all should realize that we are almost at "ground zero" in getting the fluid power education programs moving. The society started with this program back in 1964 with the first fluid power institute at Wayne State University. It has continued to support subsequent summer workshops to help educate teachers throughout the country. The society has also developed in the past few years along with the following in the educational community. More time will be needed to get the envisioned fluid power programs off the ground. There is at present a bibliography of selected references available. A curriculum guide is in the preparational stages.

The chapters are your best source of help, because you have the resources of 50-300 men available when you contact them.

INDUSTRIAL ARTS GENERAL MEETING

Wednesday, December 10

Theme: *Exemplary Fluid Power Programs—A Panel Discussion*

Host: Murray N. Solomon

Recorder: Richard Hornchek

Topic I: Fluid Power Society Education Institute

Speaker: Russell Henke

The Education Institute was set two years ago by the Fluid Power Society as their educational arm. It was established to project the image of the society in advancing fluid power education. The educational activities are then channeled through the institute in cooperation with the executive director and the local chapters.

The main activities at this time are at the institute in the development of an educational center. This center will be used to supplement the programs now available to educate teachers and employers in the field of fluid power. It will be used as an experimental center to develop and test teaching techniques and curriculum. It will also be used to continue the crash programs of teacher preparation and offer specialized programs for industry.

The educational center will not compete with the schools but fill a vacuum that now exists. It really supports other institutions because they will be asked to grant credit for such training at the center.

The center is now in the process of organizing a lending library of educational aids. The only charge will be for the postage. This library will be in operation after the first of the new year.

Topic II: Industrial Training for Teachers

Speaker: George Altland

The Vickers Hydraulic School started during World War II and has been growing continuously since its inception. Today, there is a new school with four classrooms and a large laboratory/shop area.

The earliest a man could be scheduled into the school at present is September 1970. There is a need for this industrial-type training. Other manufacturers also offer this type of training to their customers.

The industrial hydraulics course is one that many teachers have taken, and it is recommended as a fundamental course. There are other special courses offered also, such as aerospace hydraulics and servo-systems.

Wayne State University has an arrangement with the Vickers School to offer credit and schedule teachers during the summer months. Wayne requires that the participants prepare a term paper as an additional requirement for receiving academic credit.

Topic III: Teacher Education Programs

Speaker: William Wolansky

One of the reasons for the shortages of teachers in the fluid power area is that there is also a shortage of trained men working in industry in this field. In other specialities, it is possible to take a man from industry, give him some educational courses at the college and make a vocational teacher out of him. This is not possible in the fluid power fields.

Another problem with preparing a teacher for this new technology is that there is a considerable amount of theory that must be taught and there is a wide variety of sophisticated hardware that must be understood. Teacher educators haven't had the resources to face up to this problem.

Teacher training centers must design a total program in fluid power technology of sufficient length to give the teacher a mastering of the components and systems in use today. This requires that more than one course be offered to teachers to insure their complete competence in the field. It must include theory, but also on experience, design work and cooperative field service work. The student must be made aware of all the literature, aids, systems, and hardware that are available to the teacher.

The teacher must organize advisory boards to guide them in planning fluid power programs. One must select the board members carefully for their knowledge and experiences directly related to the programs they are to advise.

Speakers must be brought into the classrooms to bring first-hand experiences to the students. This will bring excitement and diversity to them. Industry and the Fluid Power Society are always willing to cooperate.

Teachers should also go to the local industry for employment. The experience will be valuable to the teacher in enriching his classroom presentations. It should also be good for the industry because of the shortages of personnel. Design work is one area that can offer a real challenge to the teacher.

Methodology is another aspect that must be considered in the preparation of teachers. The open-lab is important, as well as systematic individualized instruction. Design experiences utilizing actual problems facing the industry today will make a course interesting. Paraprofessionals in the classroom can also be used to upgrade teacher training programs.

Lastly, the objectives must be examined and written in behavioral terms. When this is done, the training can be evaluated in terms of the established objectives.

Topic IV: Adult Programs in Fluid Power

Speaker: John Koenig

An experimental program was started by the New Jersey State Department of Education for adults which runs for ten weeks. Three sections of this program have now been completed. The New York Metropolitan Chapter of the Fluid Power Society, Trenton State College, Jersey City State College, and Vocational Division Manpower Section worked together to start the program.

The instructors are from industry with a college professor assigned as the person in charge. The instructors have been either salesmen or application engineers.

The students, sixteen per class, came from industry and vocational schools. The first class was mixed, but later sections were offered to men from industry working in sales and in maintenance.

The program has been successful and well received by employers and employees.

INDUSTRIAL ARTS BUSINESS MEETING

Industrial Arts Business Meeting

Tuesday, December 9

Presiding: Rutherford E. Lockette

Secretary: Leslie L. Gibbons

The meeting was called to order by Vice President Lockette. Forty people were present.

The minutes of the IAPC and the general meeting from the Dallas Convention were approved.

Wilbur Miller of the Membership Committee reported that the total has remained the same during the past three years, and we need to secure more membership in order to improve our budget as well as our power situation. Dr. Leslie Cochran will be the new membership chairman. State membership chairmen are probably the key to the situation.

Reporting for the Resolutions and Program of Work Committee, Herbert Siegal noted that the following resolution is now before the Committee:

"Industrial arts is recognized as a factor in world of work education by the AVA, and AVA goes on record as urging that the industrial arts programs be developed and expanded under the existing federal programs." Mr. Siegal feels that this resolution will pass.

The Publications Committee report was given by Ernest L. Minelli. He noted that the innovations brochure is to be released soon and that the evaluative criteria brochure is now being reviewed for a 1970 target date. Industrial Arts in Education is also to be revised. A companion brochure for implementation of the guide will soon be started. "Planning Your Career in Teaching Industrial Arts" will also be available soon.

The suggestion has been made that in some place we should have a written rationale. This should be included in some of the new publications.

Dr. Wallace of the Awards Committee reported the following:

1. Outstanding Leadership Award to Walter Burdett
2. Outstanding Service Award to Ernest Minelli
3. Past Officers Award to Leslie Gibbons.

Dr. Rudiger presented the operating policies developed by the Industrial Arts Policy Committee. It was moved that the entire report be adopted, seconded, and opened for discussion. Minor corrections were made. A motion was made to amend, seconded and carried. The original motion was then carried and the operating policies were adopted as amended.

The Nomination Committee reported the following:
Secondary

Gardner Boyd
Leonard Glissman

Research & Evaluation

Wilbur Miller
William Spence

Secretary

Richard Erickson

Nominations were opened from the floor. None was forthcoming and the members proceeded to vote. The results were as follows:

IAPC

Secondary

Gardner Boyd

IAPC

**Research &
Evaluation**

Wilbur Miller

IAPC

Secretary

Richard Erickson

Vice President Lockette spoke on general concerns of the organization, stressing the making of industrial arts relevant. Leadership in the broad field of vocational education is weak in that we need to respond to all students at all grade levels and social situations.

Dr. Lockette presented a position paper to the AVA Board of Directors urging the Board to provide the essential professional leadership to develop vocational education programs for all youth and adults.

On another topic Dr. Lockette indicated that names can still be submitted to him for national institutes to be held in 1970.

It was noted that the "Guide" is the best selling of the AVA brochures. This should be a selling point in our national program for more members.

The meeting was adjourned.

NEW AND RELATED SERVICES DIVISION

GUIDANCE SECTION

*Proceedings Recorder: Charles Ryan
Associate Professor, College of Education, University of Maine*

HEALTH OCCUPATIONS EDUCATION SECTION

*Proceedings Recorder: Lewis Holloway
Assistant Professor, University of Iowa
(Mrs. Lewis Holloway assisted in the preparation of this report.)*

MANPOWER SECTION

*Proceedings Recorder: Herman A. Kressel
Director, Manpower Development Training Program
New York City Board of Education*

RESEARCH SECTION

*Proceedings Recorder: Charles Rogers
Coordinator for Services and Conferences
North Carolina State University, Center for Occupational Education*

VOCATIONAL INSTRUCTIONAL MATERIALS SECTION

*Proceedings Recorder: Arthur K. Jensen
Director, Vocational Education Media Center, Clemson University*

GUIDANCE SECTION

Over 200 guidance personnel gathered in Boston, Massachusetts for the 63rd annual American Vocational Association Convention. The membership of the Guidance Section was particularly enthusiastic, as this was the culmination of a busy formative year. From our early beginnings in Dallas during the 62nd AVA Convention, the Guidance Section had blossomed to over 1100 members and was ready to present vice presidential candidates prior to assuming divisional status on July 1, 1970. In addition to profitable policy and business meetings, our membership had ample opportunity to react to crucial issues in the field of guidance and counseling. Presentations by keynote speakers highlighted our program and participants were given time to raise questions related to the topics presented. Speakers were purposely chosen to represent a variety of viewpoints in order to avoid indoctrination and to stimulate the participants to think critically regarding the issues at hand. This report contains a summary of the papers presented at the Convention and includes some of the more important questions raised by the speakers.

The Policy and Planning Committee meeting of December 5, 1969 was devoted exclusively to a review of operating policies for the new Guidance Division. After careful review and minor editing, the Operating Policies for The Guidance Division of AVA were approved and ready for consideration by the membership at the regularly scheduled business meeting. It is important to note that the name of our division denotes a broad view of guidance that provides a constellation of services to youth. Counseling, placement, follow-up, testing, and other services are guidance goals of this division. It was suggested that a brochure be developed that details the purposes of this division to aid in membership requirements and also to inform present members of our goals.

Nominations for the various committees of AVA were secured from the Policy and Planning Committee for presentation at the business meeting. The candidates for vice president and other offices were unanimously endorsed by the Policy and Planning Committee. In addition, Ken Hoyt was asked to prepare several resolutions, under a separate title, for the AVA House of Delegates that focus on the need for guidance and counseling services in new manpower legislation.

The business meeting of December 6, 1969 was an exciting venture, since the "new" division addressed itself to matters of legislation, membership, and divisional affiliation with AVA. Regarding the latter point, John Hudson of AVA headquarters staff presented to the new division an excellent synopsis of AVA expectations and services. Several questions were clarified by Mr. Hudson regarding nomination of officers for the Guidance Division. David Winefordner presented the slate of officers and nominees for various offices within the division; all were approved unanimously.

Some other matters of merit were the unanimous acceptance of the resolutions prepared by Ken Hoyt, Charles Foster, and Gene Bottoms. Charles Foster stressed that concerned guidance personnel must write President Nixon and appropriate congressional representatives if monies are to be earmarked for guidance services in forthcoming legislation. One final report by Gene Bottoms stressed the need for increased membership recruiting. Over 1100 members are identified with the Guidance Division and efforts must be increased to double this in the immediate future.

On Sunday, the Guidance Division turned its attention to scholarly panels regarding research and practice in vocational guidance. Project MINI-Score was ably reported on by David Pucel and Howard Nelson. A summary of their research findings indicated considerable implication for practicing counselors. Profile interpretations of MINI-Score data may provide the counselor with prediction

probabilities regarding possible success in vocational-technical programs within Minnesota. The research instruments utilized in Project MINI-Score measure multifactor potentialities of candidates seeking entrance to vocational-technical programs. Undoubtedly, predicting success in vocational or academic programs will continue to plague counselors. However, findings from four vocational programs (practical nursing, secretarial training, automotive, and welding) indicate that the Sixteen Personality Factors Questionnaire and Minnesota Importance Questionnaire did the best job of predicting successful completion or dropping out. The results are encouraging and, according to Dale Prediger, strongly suggest that multiple test battery profile interpretations may lead to a greater percentage of successful graduates from vocational-technical programs.

Norm Gysbers and John Ferguson reported the results of in-service institutes to update counselor knowledge about the work world. The implications of this type program for improving relations between practicing counselors and business and industry are at present barely tapped. In Missouri, a strong effort is being made to improve and foster a real dialogue between businessmen and counselors. Some of the findings indicate that:

1. Counselors gain an increased knowledge of the work world via personal contact with businessmen.
2. Career exploration programs were established by institute participants, which utilized role models from business and industry.
3. Counselors gained increased work world knowledge of how different businesses are organized and operated.

Audience discussion was enthusiastic and several questions indicated a vital need for pre-service programs of this type for counselor trainees and for involvement of industrial arts teachers in this type of institute.

Following the above panel, Gene Bottoms and his Georgia colleagues presented findings and implications for merging guidance and vocational elements into training programs for youth. A basic assumption of Project P.E.C.E. and the Forsyth Plan states that the school must provide systematic and sequential models for vocational exploratory activities. Simulated work experience was suggested by Bottoms as a vital necessity if youth are to develop meaningful contact with the world of work. Continuous counseling and guidance that possesses flexibility for vocational development must be provided as an integral portion of a school curriculum.

According to Marion Scott, Project P.E.C.E. attempts to provide up-to-date career information for all students. Students are given seven simulated work experiences during their school career. One goal of Project P.E.C.E. regarding career development is to stimulate the decision-making process and involve psychological-sociological variables as related to self characteristics. Educational-vocational training avenues are pointed out to the participants via television tapes and the skilled leadership of local coordinators who work in regional school systems of Georgia.

The Forsyth Plan focuses on potential dropouts in an effort to motivate them toward success in education-vocational endeavors. A basic facet of this project is to modify the school climate by using group counseling sessions to explore student attitudes toward self and career aspirations. Ken Reynolds summed it succinctly by urging counselors and vocational educators to establish school curricula that permit integration of vocational experience with other courses in science, mathematics, social science, and communications skills. What will be needed in the 1970's is a melding of didactic learning with the application of realistic work experience for disadvantaged youth.

Under the leadership of Bob Todd, Director of Guidance for the Savannah-Chatham Board of Education, Savannah, Georgia the *Comparative Guidance Project* (Sponsored by Educational Testing Service) is developing a battery of tests aimed at helping students make more informed educational decisions. The CGP is unique in its attempt to meet the needs of two-year community colleges and vocational-technical institutions for curricular placement and selection. In Georgia, students are:

1. Helped to make educational and career choices with greater probability of success.
2. Helped to assess their financial needs relative to the institution of their choice.
3. Helped to plan remedial courses to improve their basic study skills.

In addition, the CGP is geared to help the post-secondary schools at the regional and national levels to:

1. Place students in appropriate courses and programs of study.
2. Identify students who need financial aid.
3. Develop new curriculums to meet emerging needs of students and community.

Students and schools are provided with interpretative and comparative information data. In essence, CGP may be thought of as a data bank from which the member schools and their students will receive predictive information, summaries of student characteristics, and follow-up information.

The CGP panel members were most encouraging in their analysis of research data and the implications for counseling. Don Hall, Coordinator of Student Personnel Services at Atlanta Area Technical School, Atlanta, Georgia reports good success in comparing CGP profile scores with national test scores in assisting student program selection. In sum, the CGP is an evolving and developing testing program with emphasis on aiding two-year college students in realistic decision making.

The **Share and Tell** session proved extremely popular again this year and each presentation reflected careful planning. In retrospect, this particular segment of the Guidance Division has presented a variety of action projects to inform guidance personnel of innovative attempts to vitalize vocational education. During the 1969 AVA Convention four exciting projects were presented.

I. *The Rochester Career Guidance Project*—Reported on by Edgar Hollwedel who stated that students in Rochester, as elsewhere, do not have adequate opportunities to explore their own career development. A basic assumption of the RCG Project states that students are not *doing* enough vocational exploratory activities. The RCG Project is attempting to increase direct student involvement in career exploration. Students handle microfilm job files and retrieve data via computerized assisted procedures. The program is called OCCU-scan (1401 IBM Computer) and generates a list of job titles based on whatever criteria the student has requested.

The RCG Project has concentrated on developing new career materials in other than printed form. Some examples are:

1. Slide-audio career stories
2. Photographs taken and developed by students.

In both of the above, worker role models are provided that young people can relate with on an ethnic and socio-economic level. They are models from the local neighborhood and quite often of graduates of the local school system.

II. *A Vocational Guidance Institute For In-Service Counselors*. The speakers for this topic were most courageous in sharing with the audience some pitfalls to be avoided in institutes of this nature. The Rhode Island presenters offered

insightful comments derived from a post-institute evaluation.

Hugh Willoughby stated that two major objectives of the institute were to:

1. Improve counselor attitudes about minority youth.
2. Upgrade counselor knowledge about the work world.

In meeting these objectives a two-week institute was planned and conducted during August, 1969. A variety of activities ranging from industrial visits, conversations with minority students, and sensitivity training were participated in by the institute trainees.

The observations of Mr. John F. Hawkins, an institute participant, have relevance for future planners of this type of institute. It is essential that the staff include at least one person with prior experience in job placement. This is necessary if institute members are to grasp the intricacies of the work world. Also, the amount of time devoted to sensitivity training should be reduced in this particular type of institute. A major institute objective was to gain greater understanding of the work world, and this could not be accomplished in sensitivity groups. About one-half of the institute was devoted to this latter activity, which may have been too much.

III. The Placement of Vocational Graduates via Cooperation with The New York State Employment Service: A Vocational Education Act Pilot Project. Excellent reports by Burton Thelander, Supervisor of Guidance, State Department of Education, and Peter N. LeRoy, Guidance Coordinator, Finger Lakes Occupational School highlighted this presentation.

The Occupational Centers are a cooperative venture with the local school districts within Ontario, Seneca, and Yates Counties, New York. Four hundred juniors and seniors are pursuing career studies in 15 different curriculum offerings. A resident New York State Employment Service staff member provides direct contact with job opportunities and placement for graduating seniors. In addition, the employment service specialist has provided data related to curriculum development and retraining needs of area adults. The location of an employment specialist within the school has proven extremely valuable to students and staff members. Other vocational-technical centers or area vocational schools should consider similar approaches. Employers and the employment service are recipients of up-to-date information regarding the Occupational Center's program of studies which is then related to manpower needs. The experiment has shown that close cooperation between the employment service and school personnel leads to effective job placement and valuable curriculum planning.

IV. Students Do Want Vocational Guidance. David W. Winefordner in a cogent report stimulated considerable discussion related to the problem of providing vocational instruction to *all* students, regardless of long-range career plans. Findings of the 1969 Ohio survey in ten regions of the United States indicated strong interest in vocational education by boys and girls in grades 8-12. For example, 47% of 23,694 boys stated they would like to take courses in mechanics, electronics, auto body repair, drafting, data processing, horticulture, and general agriculture. The data for 23,197 girls indicated that 67% were interested in the following areas: secretarial work, practical nursing, office practices, cosmetology, commercial art, home economics, bookkeeping, dental assistant, and tailoring-dressmaking.

If the findings reflect this strong interest, then what factors are operating to limit enrollment in vocational courses? In essence, two major factors which limit enrollment are:

1. Vocational course offerings are not available in the number needed to service the needs of our present high school population.
2. College preparatory students do not want a full day program of vocational education, but need elective opportunities.

In sum, most American public secondary schools lack the wide variety of course offerings that an expanding and diversified economy demands. Students are asking for a comprehensive school that permits selection of courses to meet a variety of needs. For the college-bound student, courses in personal typing, family planning, and industrial arts can provide skills with carry-over value beyond the college years. Rigid adherence to curriculum segregation by grouping students in college preparatory, general, or vocational tracks may limit the development of other interests. What needs to be accomplished by all concerned educators is greater flexibility within our schools that will permit students to pursue special interests. Communication channels between the various members of the school staff must be expanded if a meaningful dialogue is to ensue. All staff members should be concerned and involved if students are to receive training related to the technology of the 1970's. A massive campaign to publicize vocational curriculum offerings is needed. Hopefully, vocational educators and guidance personnel will initiate information sessions to correct this situation.

The last scheduled sessions were aimed at two major concerns of guidance personnel. First, how to utilize national manpower information and projections for guidance planning. Second, how to improve counselor effectiveness via summer vocational development seminars.

In the first presentation Norman Feingold and Paul G. Larkin suggested the following guidelines to improve guidance practice. Feingold stated that counselors should:

1. Help youngsters develop a good self-concept in relation to non-profession jobs.
2. Be vocational role models to school youth.
3. Provide group guidance for those entering the trades.
4. Provide more field visits to referral agencies.
5. Bring more adults into the school to act in advisory roles.
6. Establish human resource directories for young people to consult for job data.
7. Keep notebooks on the experiences of non-college bound students in the work world.

Counselors must be constantly alert to where the jobs are and the training needed to fill these jobs. According to Feingold, the fastest growing occupations in the United States do not require a college degree.

Support for the above position was rendered by Larkin who argued succinctly for a merger between "Romance and Realism" in school guidance. Larkin states that counselors must move from a romantic approach with job problems to a realistic view utilizing local job market predictions, manpower planning data, and use of television as an information disseminating tool. Computer vocational counseling systems may be the vehicle by which long-range career data is coupled with realistic vocational guidance and counseling. Annually updated projections with local relevance will be available from now on. National projections of manpower needs are intimately linked to state and local level needs. However, the individual may have to migrate to some other part of the country to fulfill his career aspiration. State and local specifications must be related to national manpower projections if the guidance service is to be relevant.

What are the manpower information developments the counselor should be aware of as resources?

1. *Tomorrow's Manpower Needs* published by the Bureau of Labor Statistics—a new publication
2. Manpower projection products of state and local employment services
3. Third generation computers and related software have made better calcu-

lating procedures and cross-checks feasible.

Vocational counselors will need to translate job needs into meaningful data for school youth. In the 1970's, two-thirds of all positions which will be available will require at least a high school education and some type of occupational training. Occupational training in office machine practice, bookkeeping, technician skills, and law enforcement will be found in a variety of forms, including on-the-job training and vocational school programs.

In support of the above reports, the following model for upgrading the vocational knowledge and skill of certificated counselors was developed by the Ohio Department of Education. The vocational guidance seminar was designed to provide counselors with the opportunities to work with vocational education specialists. Areas of emphasis included the following:

1. Survey of vocational education philosophy and objectives
2. Review of legislation affecting vocation education
3. Survey of vocational programs sponsored by vocational education
4. Visitations to on-going vocational school program
5. Review of community resource agencies.

According to Charles E. Weaver, State Guidance Supervisor, Ohio Department of Education, recent seminars have stressed visits to business and industry and their implications for guidance programs. One point is clear, business and industry have been extremely cooperative in this venture. In many cases counselors have reported new avenues of communication and cooperation with the work world as a result of increased awareness of industrial needs.

Feedback information from participants, seminar directors, and state education department staff have been used to make modifications. Richard Green, Ohio Department of Education, reported the following changes in the seminar design as a result of direct feedback:

1. Curriculum change by each seminar director was permitted to reflect regional differences in Ohio and allow diversity of programs.
2. The design of five seminars was modified to permit counselors who had participated in an earlier seminar to return for advanced training.
3. Seminars were moved from university facilities to vocational school locations with vocational staff members serving as resource people.
4. Inclusion of *new* concerns as identified by seminar staff and participants; for example:
 - a. Leadership roles counselors might assume in the future
 - b. New methods of evaluating guidance
 - c. Involving other educators in future seminars.

In summary, completed evaluation instruments indicate overall general satisfaction with the seminar experience. Many of the participants have returned for a second, third, and even a fourth seminar. It appears that the summer seminar can be a vehicle for increasing counselor effectiveness through concentrated effort.

The 1969 AVA Convention was permeated by a desire to alter the status quo and revitalize the goals of vocational education. Many of the panels and keynote addresses referred continually to this pressing need. Guidance, as an integral part of this movement, seeks to relate vocational education to the job opportunities of tomorrow. Vocational education is not something reserved for the less talented, but must be available to all youth who desire it. A melding of vocational and academic training has highest priority as we enter the 1970's. The goals of guidance are to see a blending of student needs with available training programs that will serve him in the immediate future as well as in later life. Students do want vocational education, and it is our responsibility to provide programs of excellence to meet this demand.

HEALTH OCCUPATIONS EDUCATION

Executive Committee Meeting. Although the Health Occupations Education Section (H.O.E.) has not had a policy committee to date, there has been an executive committee working to serve this interest group. The Health Occupations Education Section of the New and Related Services Division has been approved for division status as of July 1, 1970. In addition to routine business, the committee, in a December 4, 1969 meeting, discussed and acted on specific tasks which were necessary for moving to divisional status. Of particular note was discussion relative to proposed operating policies for the new division.

Professional Meetings. The H.O.E. Section has been able to attract high quality speakers and a relatively good attendance at their professional meetings.

The first meeting was entitled "Problems—The Here and Now." Reports were given of two studies designed to identify the problems existing in health occupations education. The first study, reported by Mr. Harold K. Rowe, Specialist, Health Occupations, Chico State College, was of a task force group called together by the Center for Vocational and Technical Education Research, the Ohio State University. Dr. Donald L. Harbert, Dean of Career Programs, Central Piedmont Community College, Charlotte, North Carolina reported on an American Association of Junior Colleges study in which five regional conferences were held. Essentially the same problems were found in both studies though different techniques were used. To solve some of the problems reported, it is suggested that we need to: (a) analyze the health occupations jobs and adapt curricula to meet the needs, (b) find commonalities in programs to give mobility, (c) plan regionally, (d) examine ways to prepare faculty, and (e) center programs around students.

The second professional meeting brought together representatives of two of the major organizations in the health field. Mr. L. M. Detmer, Director, Bureau of Paramedical Education, American Hospital Association, and Mr. Ralph Kuhli, Director, Department of Allied Medical Professions, American Medical Association, each made an initial presentation and then involved the participants in a lively discussion. Mr. Detmer stressed the role of the AHA as encouraging hospital administrators, educators, and practitioners to work together in the planning process. The major areas of action to be stressed by the AMA are: (a) the recruitment of personnel at all ages, (b) a decrease in occupational titles of health workers, (c) to assist the health and education disciplines to work together, (d) to encourage students and (e) to support medical education services. Both speakers encouraged provisions for upward and lateral mobility and emphasized the need to define the job functions of health occupations workers.

Mr. James W. Slouf, Assistant to Market Development Manager, Audio Visual Products Division, Bell and Howell Corporation, was the luncheon speaker on Sunday, December 7, 1969. He suggested that education has failed to meet the needs of youth. The organizational structure in which, particularly in the lower grades, we compartmentalize learning into disciplines was criticized as were our traditional teaching methodologies. In addition to the need for restructuring what we teach, Mr. Slouf made numerous suggestions of how learning can become a more palatable experience for the student.

The final professional meeting for the H.O.E. Section was entitled "Teacher Education—An Approach." The presentations dealt with short-term teacher education activities. Miss Joan Stoddard, Specialist for Health Occupations, Oregon State Board of Education, described activities in her state. She first described the present stage of development in terms of operating health occupations education

programs, and particularly noted the work which has been done at the secondary level. In June 1969, a two-week workshop was held for supervisory and instructional personnel for the secondary programs. The seven participants were involved in a variety of developmental activities designed to improve their specific programs. Further activities of this nature are being planned. Miss Stoddard also reported on other conferences and workshops which have been held in Oregon.

A report was given on a national institute for short-term teacher education for health occupations education personnel by Lewis D. Holloway, Assistant Professor, H.O.E., The University of Iowa, and Robert M. Tomlinson, Associate Professor, Vocational and Technical Education, University of Illinois. The Institute, held in Iowa during August 1969, was funded by the U.S. Office of Education. Dr. Holloway indicated the ninety participants from across the country had been identified as individuals who could conduct, or stimulate others to conduct, teacher education activities for health occupations education personnel. Guidelines for conducting such activities were developed and are soon to be published, along with the supportive papers given at the Institute. Dr. Tomlinson reported on the interaction and relationships which had developed among the participants and staff. Though there was a wide diversity of interests and levels of preparation among the participants a great deal of sharing occurred during the Institute. From all indications it would appear that the Institute has made a substantial contribution to furthering short-term teacher education efforts throughout the nation.

Business Meetings. On Friday evening December 5, 1969 and on Monday morning, December 8, 1969, business meetings were held. The main activities were related to moving to divisional status. A slate of candidates was nominated to serve as the policy committee for the new division and an election was held. The policy committee will begin to serve on January 1, 1970. The committee members are as follows: Adult Vocational and Technical, Mary Vick; Secondary Vocational Technical, Louise Harding; Post-Secondary Vocational and Technical, Mildred Mason; Supervision and Administration, Joan Stoddard; Research and Evaluation, Robert M. Tomlinson; Teacher Education, Lewis D. Holloway; Special and Related Services, Wilma Gillespie; Program Chairman, Arch Lugenbeel; Resolutions and Program of Work, Marion Thomas. Dale Petersen has been elected vice president for the new division.

After considerable discussion the group voted in favor of a set of operational policies. Review by the AVA board is necessary before the policies are officially accepted. A motion was passed that a major effort be made to have the new H.O.E. Division work to establish formal relationships with other organizations in the health field. This might be done through the Division serving on advisory councils and committees of other agencies and/or by the formation of such groups as a part of the Division.

MANPOWER TRAINING SECTION

National Manpower Training Association Board of Directors Meeting was held on Saturday, 6 December 1969, with the Association President, Mr. Merle W. Bodine of Wisconsin, presiding. The Board reviewed and approved the treasurer's report and discussed the membership figures for the past year. A discussion of legislative action in Congress led into a review of the proposed Resolution to the AVA House of Delegates concerning support of the National Committee for Vocational Education and Manpower Training. A Nominating Committee to recommend persons to fill national offices for the coming year was appointed. The Agenda for the Annual Business Meeting was established and approved.

The Annual Business Meeting of the NMTA was held on Monday, 8 December 1969, with Mr. Merle Bodine presiding; sixty-four (64) persons were in attendance. The treasurer's report and the secretary's report were approved and accepted. NMTA Officer Nominating Committee recommended the following slate: president, Mr. Merle Bodine, Wisconsin; vice president, Dr. Charles Phillips, Washington, D.C.; secretary, Mr. Herman Kressel, New York; treasurer, Mr. Arthur Vaudnais, Minnesota; there were no nominations from the floor and the slate was accepted by acclamation. Vacancies for the office of Regional Director were filled as follows: Region I—Mr. Carroll Sanderson, Concord, New Hampshire; Region IV—Mr. L. E. Nichols, Atlanta, Georgia; Region VII—Mr. Roy Beck, Ft. Worth, Texas. No representatives from Region V were present; the vacancy will be filled by appointment of the Board of Directors. A lengthy discussion of the present and potential membership resulted in decisions to —

1. Insure that AVA membership is properly credited to the NMTA and not to some other section.
2. Publish a NMTA Newsletter as a means of retaining current members and contacting potential members.

Professional meetings were held on 7, 8, 9, and 10 December. Orieanna Syphax, DHEW/MDT, discussed the D/L criteria for National Contracts and explained the steady decline in institutional training monies since 1966; funds are siphoned off by CEP, JOBS, etc.

Lowell Burkett, executive director of AVA, spoke on the assistance AVA gives to MDT legislation efforts.

Marvin Feldman, Ford Foundation, reviewed the pending legislation for community colleges and how it may affect MDT and vocational training programs. Howard Matthews, DHEW/MDT, explained the difficulties of implementing some of the 1968 Amendments and presented an overview of the impending MDT legislation. The proposed MDT Act is not written as an educational bill but rather as an economic bill with additional provisions for purchase of services and use of available labor force.

Bernard McAlpine, DHEW/MDT, emphasized the need for grass roots support of MDT legislation by each person contacting his/her Congressional representatives. Joseph Julianelle, USDL, described the efforts to coordinate all training in a given locality.

William Woodfin, DHEW/MDT, led a panel of five others in describing the supportive services that AMIDS has provided throughout the country in the past year. Ann Donovan, DHEW/MDT, presented a vivid description of the progress made in establishing and utilizing Skill Centers.

Don Hiserodt, DHEW/MDT, reviewed present and future operations of the CAMPS method of planning.

RESEARCH SECTION

The Research Section First General Session, chaired by Dr. Jerome Moss, Co-Director of the Minnesota RCU at the University of Minnesota, had as its theme: "Research Policy." Howard Rosen, Director of the Office of Manpower Research at USDL spoke on "Manpower Research: Its Relation to Vocational Education." He pointed out that both labor and vocational education need to be concerned about the shockingly high unemployment rate among Negro youth, and also, that a stronger "wedding" is necessary between education and labor in the exchange of information vital to planning and conducting relevant vocational education programs. He then discussed a study to determine if the vocational education

system in three selected Michigan cities is responsive to labor force changes, and a study to develop a system for providing manpower supply and demand information for educational planning.

Robert Pruitt and Duane Nielson from the Bureau of Research, USOE, discussed the "Role of the Bureau of Research in Vocational Education." The Bureau is working hard to firmly establish the premise "that the research function is an integral part of education." They also discussed screening procedures used with research proposals and stressed that policy-making at the federal level in vocational and technical education will be a joint effort of both the research and operations division.

Sherrill McMillen discussed the "Role of the Division of Vocational-Technical Education in Research." He stated that research and operation cannot be separated because the Vocational Education Amendments of 1968 specifies research as an input to program planning. There is a need, however, for greater coordination between research and operations. The role of the researcher is critical in providing valid data for updating state plans and for providing an adequate design for meeting the state occupational education needs.

John Coster discussed the "State of Research in Vocational Education." He highlighted the progress made in research over the past five years. He pointed out that many good research projects have been completed and more initiated; that a cadre of researchers and concerned supporters has been developed; that a national association (AVERA) concerned with vocational education research has been formed, with its membership numbering over 300 persons; and that researchers have learned to communicate with other disciplines and among themselves. He concluded that research money has accomplished much in the short time; but to more firmly establish the position of research, we need to establish definite research goals, to concentrate our efforts in areas where major breakthroughs are likely, and to reorganize research as the "hand-maiden" of program development.

The Research Section Second General Session, chaired by Dr. Alan G. Robertson, Director of the Division of Evaluation of the New York State Education Department, had as its theme: "Reports on Evaluation Projects." Four reports were presented, after which William G. Conroy offered his reactions. Dr. Ying Ching Chuang, from the Philadelphia, Pa. School District, presented "A Three Dimensional Model for Evaluation," along with the necessary mathematical concepts to operationalize it. The three dimensions were: evaluation content, operational criteria, and expected product.

Gordon Welty, from Chatham College in Pittsburgh, Pa., reported on "Program Evaluation and Research Design." This paper attempted to examine and refute several arguments against the use of rigorous Fisherian designs in educational evaluation. Considered were Egon Guba's contentions that schools make a difference in evaluation, that experimental designs in evaluation should be dispensed with, and that rigorous designs are incompatible with program change and improvement. Welty concluded that deficiencies in current American education do not appear to be related to supposed methodological shortcoming of educational research, but seem related to a more serious problem—the absence of a comprehensive theory of educational change.

Louis Cohen, Director of the New York RCU, reported on "An Evaluation of Trade and Industrial Teacher Selection Methods in New York State." The focus of this study was to evaluate the traditional teacher selection process and problems associated with the assessment of skills and knowledges of tradesmen desiring to become T & I teachers. The aim was to investigate the reliability and validity of the written and performance trade examinations. Components evaluated were:

item selection, standardizing test administration, evaluating test effectiveness, and determining if the examination system was any more effective in screening candidates than teacher educators interviewing candidates and reviewing their credentials.

Jerome Moss, Jr., Co-Director of the Minnesota RCU reported on the "Development of a State-Operated Evaluation System." The Minnesota RCU is engaged in a project with the State Department of Education to develop and test a state-operated system for periodic evaluation of the efficiency of post-high school vocational programs. It will provide educational managers and program developers with information useful for making investment decisions for the improvement of vocational programs, based on measurable cost functions.

William G. Conroy, Jr., from the Massachusetts RCU, reacted to the reports presented during the session. He stated that, until practitioners perceive education as an essential empirical process, they will not consider evaluation as meaningful. The adoption of the alternatives for evaluation presented during this session into a meaningful evaluative process within a system requires a total commitment by educational policy-makers to the products of an evaluation process as a necessary component to the improvement of education.

The Research Section Third General Session, chaired by Dr. Douglas Sjogren, Professor of Educational Psychology at Colorado State University, had as its theme: "Reports on Research Studies." Richard H. P. Kraft of Florida State University reported on a study of "Cost and Returns of Vocational-Technical Education," the purposes of which were to examine the costs and utility of selected vocational-technical education programs, to yield formulae which will result in the development of a simulation model useful to administrators for planning, and to provide conceptual tools for implementing PPBS.

Robert M. Tomlinson from the University of Illinois reported on a study of "Conceptual Models for Considering Utilization and Education of Medical Laboratory Personnel." Past standards, roles, relationships, and images of occupations are no longer adequate for preparation of personnel for the field. Training programs must be related to the requirements of employment. This model demonstrates the desirability of and necessity for determining performance objectives.

Paul G. Larkin and John B. Teeple from the National Planning Association reported on a study of "National Goals Research and Occupational Education: Planning Implementation for Community Colleges and Technical Institutes." National goals research analyzes projected employment patterns in terms of the goals which the nation wishes to achieve by 1975 and permits the derivation of implications for planning post-secondary programs in a manner which is new, imaginative, and scientific. The priority placed on differential national goals will affect our need for specific types of manpower and will provide a frame of reference for determining the character of occupational education in post-secondary institutions. The study illustrates anticipated enrollment gains in selected programs and provides administrators with a map against which to chart program revisions and resource allocations.

Frank C. Pratzner from the Center for Vocational and Technical Education at the Ohio State University reported on a study, "Discriminating Between the Technical Associative Conceptual Structure of Workmen Within and Between Occupations." This is the third in a series of studies planned by the staff of the Minnesota RCU for developing and testing an empirical procedure for identifying the structure of technical associative concepts possessed by workmen. Its objectives were to determine differences in cognitive structures of "flexible" and "inflexible" repairmen and to assess the ability of the empirical procedure to yield cognitive structures

which discriminate between the "flexible" workmen in two different occupations.

Dale J. Prediger, Professor of Education at the University of Toledo reported on a study of "Validation and Interpretation of Test Data Via Discriminant Analysis: Research Results with Vocational School Students." The objectives of the study were to develop validated information on the characteristics of vocational students and to put it into a form that could be used by counselors to help students select appropriate programs. Results of the analysis were used to generate indices showing a prospective vocational school student's similarity to successful and satisfied students in each of the eight programs.

Max U. Eninger, President of Educational Systems Research Institute, reported on a study of "The Relationship Between Intelligence, Achievement and other Test Scores and the Post-School Success of Occupational Program Students." In one phase of the study, intelligence, achievement, aptitude, and subject grade data were obtained for 15,000 vocational graduates and 9,500 academic/general graduates in thirteen major cities. The June 1968 graduates were surveyed to obtain post-high school employment data covering the first year out of school. Data included time required to get the first job, the relatedness of jobs held to vocational courses taken, earnings at the start and end of the first year out of school, satisfaction with work, etc. The two sets of data were subjected to correlation analysis to determine the relationship between test performance and post-high school employment histories.

Joseph T. Impellitteri of the Department of Vocational Education at Pennsylvania State University reported on a study of "The Occupational Values and Vocational Maturity of a Group of Vocational-Technical Bound Ninth Grade Boys and Girls as Compared to a Similar Non-Vocational-Technical Bound Group." Vocational behavior viewed developmentally provides one of the most essential foundations for vocational education. Since Ginzberg introduced the notion of vocational behavior as a developmental process, a number of conceptual frameworks have been formulated in an attempt to explain this process. To test some of the major hypotheses growing out of these frameworks, an eleven-year longitudinal study has been initiated by Pennsylvania State University. The rationale rests upon the principle that, for valid interpretation of the theoretical frames for vocational education, student samples representing a wide range of interests, abilities, family status, and occupational aspirations must be selected.

Bert W. Westbrook from the Center for Occupational Education at North Carolina State University reported on a study of "The Validation of the Construct of Vocational Maturity." This concept is consistent with the recent emphasis upon the longitudinal nature of vocational decision making. Sound evidence concerning the validity of the construct is not yet available. Therefore, some problems that must be considered in providing evidence of validity were presented. Listed were: choosing and defining specific representative variables, choosing dependable data-collection methods, and utilizing procedures which produce theoretically and empirically valid items that contribute to the measurement of vocational maturity. Problems and suggestions were discussed for providing internal and external evidence of validity of such measures.

The Research Section Fourth General Session, chaired by Dr. Edward J. Morrison, Research Coordinator for the Center for Vocational and Technical Education at the Ohio State University, has as its theme: "Reports of Development Projects." Henry J. Sredl, from the University of Illinois, reported on a project, "Industrial Arts Curriculum Project: A Demonstration Program." The Industrial Arts Curriculum Project, a program interpreting modern industrial technology to youth, is being evaluated and demonstrated in 34 schools in nine states. It includes a two-year sequence of study for junior high students. The first year's course exemplifies

man's managed production system, titled "The World of Construction." The second year's course exemplifies man's managed production system, titled "The World of Manufacturing." Students use tools, materials, and techniques to produce products representative of products of industry, and to "service" the goods produced.

Orville Nelson from Stout State University presented "Interim Report on Graduates of the American Industry Secondary School Courses." After four years, there was a sufficient number of graduates who had been enrolled in American Industry courses to warrant a follow-up study. Analysis of the data indicated that the American Industry students frequently mentioned the impact of the course on their vocational decisions, whereas the control group listed significantly fewer. A majority of students felt the course improved their understanding of industry.

J. William Ulery, from American Institutes of Research, presented "Progress Report on the Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School." The purpose of the project is to provide non-college bound students an opportunity to achieve competence in three areas: in skill and knowledges in an occupation; in their roles as citizens; and in independent pursuit of self-fulfillment and new learning. The project hopes to demonstrate increased effectiveness of instruction that derives content from explicit analysis of desired behavior after graduation.

Robert C. Evans and William Brown from North Carolina State University reported on the "Development and Utilization of a Computerized Information Retrieval System for the ERIC Information System." The retrieval system, developed cooperatively by the Center for Occupational Education, Science and Technology Research Center, the N. C. RCU and ERIC Central is currently being operated on a pilot basis. When a list of key word descriptors is submitted, the system searches RIE Documents and prints out ED numbers and titles.

Brandon Smith, from the University of Minnesota, reported on "Project Dissemination: A Computer Based Information Retrieval System." To meet the increasing research information demands of user groups in Minnesota, the RCU developed a computerized information system designed to improve the efficiency of processing and disseminating the growing volume of information. The system involved: ordering, processing, coding, and storing information; using key words to locate documents; computer programs capable of storing and retrieving bibliographic and abstract information from magnetic tapes; and procedures to encourage Minnesota educators to use the system.

Joe H. Magisos, from the Center for Vocational and Technical Education, reported on "A Pilot Program for the Development of State Vocational-Technical Education Information Dissemination Systems." Six RCU's have been designated as participants in a pilot program to develop the dissemination systems. The objectives of the project are to: develop an exemplary information dissemination system, evaluate the effectiveness of the system, evaluate the effectiveness of ERIC and VT-ERIC products and strategies, identify and analyze the nature of the user, and demonstrate the efficacy of procedures prescribed for the system. The expected outcome is the development of a multi-level network of dissemination systems to meet the critical information needs of the users.

Max U. Eninger, President of Educational Systems Research Institute, reported on "The V.O.E.D. System: A Computerized System for Obtaining, Analyzing and Reporting Vocational and Occupational Education." This system for state and local program planning and evaluation consists of three parts. First, a form is completed on curriculum offerings, grade enrollments, and basic school data. This data produces a state-wide occupational directory and growth report, and will provide data to answer questions about the adequacy of vocational education growth relative

to student needs and labor market requirements. Second, a form filled out by students produces a report describing the annual output of each curriculum and gives basic information on academic and occupational competence of graduates. Third, this information is used to prepare a mailing to all students a year after graduation to obtain employment experience information. These data are merged to produce an Occupational Student Follow-up Survey Report and an Occupational Program Planning and Evaluation Report.

The Joint Session of the Research Section with National Council of Local Administrators, chaired by Dr. Robert E. Taylor, Director of the Center for Vocational-Technical Education at Ohio State University, had as its theme: "Research Implications for Administration and Supervision." "A Report of Review and Synthesis of Research on Placement and Follow-up of Vocational Education Students" was presented by Richard Whinfield from the University of Connecticut. The findings indicated that vocational graduates tend to enter jobs for which they are trained; to be satisfied with their training, but not significantly more than other graduates; to have lower unemployment records than other graduates; to be less mobile than those graduates with more education; and to be less likely to continue their formal education than other graduates. He concluded that there has been little study of sociological and psychological characteristics related to vocational education and occupational experience.

Ralph C. Wenrich of the University of Michigan presented a paper on "What Research Has to Say On: Organization and Administration of Vocational and Technical Education." He reported significant findings of research in policy making, program planning, organization and administration, and school community relations. Vocational educators are developing research competence, are using competence in related disciplines, and are assembling clusters of interdisciplinary researchers who can tackle complex problems. However, if vocational education is to make an impact upon the needs of our nation, program managers, through research, must better understand the functions of vocational education administration.

The Annual American Vocational Education Research Meeting was held on December 7, 1969 under the chairmanship of President Dr. J. K. Coster. The secretary's and treasurer's reports were read and approved. Art Lee gave a Legislative Information Committee report that discussed its recent activity which was directed toward bringing appropriations for vocational education research up to the 10 percent level. New AVERA officers elected were: President-elect, Arthur Lee; recording secretary, Jay Smink; and treasurer, Virginia Bert. The Association voted to leave the office of membership chairman vacant. President Coster then named George Outland chairman of the membership committee. Jerome Moss gave a journal report and suggested that we pursue plans for acquiring space in the *AVA Journal* for AVERA reports. The Association voted to increase its dues from \$2.00 to \$5.00. Jerome Moss was installed as the new AVERA President, and the meeting was adjourned.

VOCATIONAL INSTRUCTIONAL MATERIALS SECTION

Report of Professional Meetings of the Section

December 6, 1969

Chairman, Dr. Arthur K. Jensen; *Recorder*, Foy Page; *Host*, John Matthews

The purposes of the Vocational Instructional Materials section and the history of its development were presented by the chairman. Individuals were welcomed

to the group and invited to become actively involved with the development of the organization. Dues were announced as \$2.00. A suggestion was made from the floor that a \$5.00 donation would be appreciated.

TOPIC I: "Development of Curriculum Materials Fitting Behavioral Objectives"

Dr. Edward J. Morrison, Associate Professor of Education and Research Coordinator, Center for Vocational and Technical Education, The Ohio State University.

(NOTE: This speech is to be reprinted in full in the AVA Journal, March 1970; therefore, it is not summarized here.)

TOPIC II: "The Status of Instructional Materials Development Across the Nation"

Program Participants: Earl Hay, Benjamin Shapiro, Roger G. Worthington, J. W. Matthews, Mrs. Pauline Burbrink, Arthur K. Jensen.

The participants of this panel discussed the operation of the vocational instructional materials center they work with in regard to (a) vocational service or services affiliated with them, (b) attachment to college or state department, (c) method of financing, (d) method of producing materials, (e) distribution methods, and (f) types of materials produced. Considerable variation was noted. The participants represented two specific service oriented units within the college framework, two across the board vocational centers within college framework, one across the board vocational unit within a state department, and one concentrating on vocational-technical material development for a state community college system but located in the state department.

The Second Professional Meeting of the Section
December 8, 1969

Chairman, Earl Hay; Hostess, Barbara Clawson; Recorder, Amon Herd

TOPIC I: "Federal Funding and Legislative Outlooks for Curriculum and Instructional Materials Development"

Dr. A. W. Tenney, Chief Service Branch Division of Vocational and Technical Education, Department of Health, Education and Welfare, Office of Education, Washington, D.C.

The materials that are now available in the U.S. Office of Education in the area of vocational and technical training were discussed, and funds for curriculum development in the 1968 Vocational Act were also outlined. Though funding has been authorized, appropriations have not been made at this point, but plans are going forward to develop criteria for funding curriculum development. Tentative priority areas were discussed. A number of questions were raised by members of the audience to which Dr. Tenney responded accordingly.

TOPIC II: "Looking Ahead in Instructional Materials Development"

Dr. Philip R. Teske, Acting Chief, Instructional Materials and Practices Branch, Division of Comprehensive and Vocational Education Research, U.S. Office of Education, Washington, D.C.

(NOTE: This speech has been sent to the Ohio State ERIC Center for their use.)

Dr. Teske discussed a wide number of the U.S.O.E. supported research and development materials that have been recently completed or are still underway in the area of instructional material development. Instructional systems were defined as consisting of four subsystems: (a) the specification of desired end products of the total system, (b) the curriculum courses of study and instruction, etc., the companion instructional handbooks and students' study materials, (c) the training aids, devices and equipment that are intended to increase the effectiveness and efficiency of the teaching-learning process, and (d) the student evaluation/performance procedures and/or devices necessary to assist, whether or not the

specified in-product has, in fact, been produced. Dr. Teske pointed out the work being carried on at the present time in such areas as objectives development, curriculum guides, the two-year articulated program of study in Industrial Arts in the junior high school, and in the area of an American industries curriculum designed to provide the transition between general and vocational education. Other programs deal with the junior high school course in occupational opportunities and labor market processes, instructional program materials in the ornamental horticulture area, and the development of an integrated career development curriculum for use in small high schools in rural areas. The Small Gas Engines publications and a number of materials of post-high school technician type programs were also cited, as were a number of projects in the health and occupations area.

In the development of training aids devices and equipment subsystems, the work on computerized games and associated curriculum units on vocational decision making by high school students and other programmed types of instruction were discussed.

Achievement tests in seven technical areas, such as automotive mechanics, electrical repairs, radio and TV repairs, were reported on.

Dr. Teske also responded to a number of questions by the audience.

BUSINESS MEETING OF THE DIVISION

December 8, 1969

The recommendation of the policy committee was accepted. It suggested that we adopt for one year the policy statement presented, with the understanding that a constitution committee would be appointed to develop a constitution to present at the next annual AVA convention in New Orleans. The following slate of candidates was presented and elected by unanimous ballot: president, Arthur K. Jensen; vice president, Earl Hay; secretary-treasurer, Eugene L. Crump. The finance committee reported that 330 had registered for the meetings, that we had 100 paid members and a total income of \$303. It was suggested that a newsletter be developed to report on happenings in the area of instructional materials development. The meeting was adjourned.

EXECUTIVE COMMITTEE ACTIONS

The newly elected officers of the Vocational Instructional Materials group met and named the following committees: Program Committee—Clyde Hostetter, chairman; Roger Worthington, Bill Mayfield, and Nicholas Acquaviva. Constitution Committee—John Matthews, chairman; Barbara Clawson, and William Jeffrey.

TECHNICAL EDUCATION DIVISION

Proceedings Recorder:
Angelo Gillie
Associate Professor
Pennsylvania State University

208 / 209

Meeting of the Technical Education Policy Committee

Members of the Technical Education Policy Committee, as reported by Mr. Lucian Lombardi, are as follows: Donald Corlett (Adult - 2 years), Mercedes Vercher (Secondary - 3 years), A. D. Mathison (Post-Secondary - 1 year), Walter Arnold (Supervision and Administration - 2 years), Aaron J. Miller (Research and Evaluation - 3 years), Mel Barlow (Teacher Education - 1 year), Cleveland Dennard (Special and Related Programs - 2 years), David Bland (Resolutions and Program of Work Committee - 2 years). Members at Large are: Edward Taibl (Technical Education - 3 years), Arden Pratt (Technical Education - 1 year), and Ted Koschler (Technical Education - 1 year). Ex-officio members are Walter Brookings and William Fenninger.

Program chairman for the Technical Education Division for the 1970 New Orleans Conference will be Angelo C. Gillie.

Synthesizing Research in Technical Education

Two papers dealing with research in Technical Education were presented: the first by Donald S. Phillips of Oklahoma University and the second by Joseph Arnold of The Ohio State University. The Phillips' paper was based upon the publication *Review and Synthesis of Research in Technical Education: 1966-1968*.* The research studies were categorized into the following groups: philosophy, manpower needs, educational programs, student personnel services, evaluation, administration and supervision, teacher education, learning processes and teaching methods, instructional materials and devices, facilities, and research.

Only one study dealing with the philosophy of technical education was cited, and it was stated that a number of philosophical questions are still in need of answers. It was reported that a number of manpower-needs studies have been conducted recently, but their value for the planning of technical programs has generally been limited. One of the problems such studies deal with is the definition and identification of technical occupations. Phillips said that manpower forecasting, although based on existing knowledge of the field, is in the realm of guess work at a sophisticated level.

Studies dealing with educational programs were, for the most part, surveys of program offerings. There has been an increase in studies relating to student personnel services, according to Phillips. He indicated that studies in the guidance area have not been very effective and that studies dealing with characteristics of the technician student are few in number. There have been several studies concerned with predicting success in technical programs, but they have not made a significant contribution in the counseling of students.

There has been an increase in evaluation studies. Several researchers reported the value of follow-up studies as an evaluative device. It was pointed out that the most serious gap in follow-up type studies was found in the two-year college area. The paucity of studies dealing with administration and supervision point to the fact that much remains to be done in this area.

Curriculum studies have been much in evidence during the past few years. Some of the most visible efforts are the curriculum guides published by the U.S. Office of Education, the American Association of Junior Colleges, and several state departments of education. There have been several studies dealing with analyzing technical occupations and the developing of technical curricula via the cluster approach. Also, there is evidence that interest in the examination and analysis of emerging technologies is increasing.

Studies dealing with teacher education, learning processes, and teaching

*This work was authored by Dr. Phillips and Mr. Lloyd Briggs and was published by The Center for Research in Vocational Education at The Ohio State University.

methods have been small in number up to this point in time. Research dealing with facilities have, as a whole, been restricted to the provision of general guidelines for use in planning educational facilities.

Research in vocational and technical education is a relatively new trend and has not yet made a great impact. Phillips suggests that research may have a greater impact in the future if it is viewed as a function of program planning and development.

Dr. Arnold described some of the latest research in (a) clustering and core programs, (b) emerging occupations, and (c) pretechnical programs. It was indicated that some real advances have been made in these areas, but are only a beginning to what needs to be done.

Business Reacts to Distributive Education at the Post-Secondary Level

A paper on this topic was given by Mr. Bernard H. Shelton, Director of Public Relations at the Colonial Bank and Trust Company in New Milford, Connecticut. His belief is that youngsters are looking for a life goal; and he questioned whether educators were helping them achieve their goal, because vocational preparation does not begin until the student enters high school where guidance counselors, for the most part, are not vocational oriented. He deplored the national attitude that says vocational education is designed for somebody else's children, and that induces youngsters to make inappropriate choices in their quest for educational prestige.

In discussing the problems of program development, he urged that more federal funds be allocated for curriculum development, teacher training, and pilot programs. Also, he challenged state and local governments to take a new look at what they are doing in vocational education and to develop innovative approaches.

It was suggested that more federal funds for the additional initial cost of educating youth for employment could reduce the financial, personal, and social cost of unemployment in the long run.

Another problem cited by the speaker was that of combining theoretical and practical education, suggesting that cooperative training, carefully planned and supervised, might be the best solution. He said: "As a businessman, I see the need for practical, on-the-job training to supplement the theoretical learning which takes place in too many of our junior and community colleges. Without job training, the class presentations have little carry-over to the job needs."

The Importance and Need for Training of Sub-Professionals in Public Service

This topic was treated by Mr. Eli Cohen, Executive Secretary of the National Committee on Employment of Youth. He opened with the following statement: "We stand on the threshold of what may possibly be the most significant manpower development since the machine began to take over man's labor. The use of relatively unskilled and uneducated aides to relieve the shortage of professionals in the human services potentially could represent a revolutionary break-through both in employment and in service delivery patterns."

This trend has three new things about it, namely: (a) The sub-professional jobs have opportunities for horizontal and/or vertical promotion built into them. (b) There is a real opportunity for certain qualified sub-professionals to advance into full professional status. (c) The sub-professional, rather than serving as an aide, is able to perform certain independent functions.

Several reasons why these new positions are emerging were cited: (a) There is a critical shortage of professionals that is expected to continue into the foreseeable future. (b) There is increased demand by the public for these services. (c) There

are many people in need of jobs, and many of them would welcome the opportunity to work in positions in a service dealing with peoples' needs. (d) The limited number of professionals can be more effectively utilized if the non-professional aspects of their jobs were done by sub-professionals.

The modern version of the utilization of sub-professionals, called new Careerists, had its origins in the recent civil rights revolution with its demands for jobs for the poor. This movement, although supported by some federal legislation, has been resisted in varying degrees by various professional associations and unions, and made even more difficult to achieve by civil service and merit system procedures. Licensing legislation and regulations have also magnified the problem. Furthermore, many educational institutions have been reluctant to alter their curriculums, thereby making it impossible for them to contribute to the development of new job designs. It was urged that post-secondary institutions look at these new careers in a more realistic manner, and then design programs to prepare people for them.

The Importance and Need for Training Sub-Professionals in Health Occupations

Mr. David Hoover, Chief of the Manpower Resource Branch of the Bureau of Health Professions and Manpower Training, National Institutes of Health, made a presentation on this topic. He pointed out that the health industry is the third largest in the country and is presently faced with severe shortages of trained manpower. There are a total of 3.5 million health workers, 1 million of whom require a baccalaureate or higher degree, while 1.5 million are in the nursing field. The other 1 million workers require less than a baccalaureate degree, and are often referred to as semi or subprofessional manpower. There are three principal groups: (a) dental auxiliaries, (b) environmental health workers, and (c) medical care workers.

There are about 140,000 in the dental auxiliaries group, and an increasing deficit in trained workers in this group is predicted. An estimated 20 per cent shortage is expected in the environmental health and medical care areas. Continuous shortages through 1980 are predicted.

Plans for the training of health manpower should be worked out at the local and state level. It was pointed out that several personnel requirements in the health industry are different from most other industries: (a) The employer is primarily a fiscal intermediary—the health worker is really accountable to the patient. (b) In medical care, coping with the unusual and expected must be considered in the selection and training of personnel. (c) Subprofessionals in health manpower are not richly rewarded in material ways. An economic base for salaries on a par with those in other industries has yet to be determined.

There is considerable interest in exploring new ways to communicate with the patient, treat disease, assess the patient's total environment in order to identify factors that cause ill health or interfere with recovery, take or have the patient take steps to improve his environment. The patient is the key to this process, and it has been found that communicating with him is most effectively accomplished by utilizing a person from within the patient's subgroup. These persons can serve as health educators and interpreters, and they have been identified by the name "indigenous worker."

The indigenous worker can receive much of his preparation by way of vocational education. He must develop a set of skills and also a general understanding of health-related problems and solutions. Upon this base, usually by on-the-job training and experience, will be superimposed the knowledge and skill necessary to serve the clients. An important role of vocational education will be devising ways in which this can be done successfully.

Mr. Hoover's concluding paragraph was: ". . . the training of allied health manpower presents vocational education with great challenge and opportunity. The special problems of training in the health field, particularly patient care, must be realized by all concerned. Only with carefully designed programs and procedures will the needs, especially the needs of the health worker who seeks additional training and advancement, be met. Increasingly, programs must train up to a standard that is universally recognized and, for many jobs, the equivalent of completion of an academic program. An aggressive, coordinated attack upon these problems, with vocational educational interests taking the lead, is overdue."

Four-Year Engineering Technician Programs: What are Their Status and Need?

A paper on this topic was given by Dr. Ankeney of the Virginia Commonwealth University. It was indicated that four-year engineering technician programs have increased in popularity during the past five or six years because they fill a gap in the management, science, engineering, craftsman team of business and industrial workers. The four-year programs are of two basic types, engineering technology and industrial technology.

It was reported that twenty-eight of one hundred and one senior colleges surveyed were offering baccalaureate degrees in engineering technology. Some institutions awarded the degree as Bachelor of Technology to avoid confusing the degree with that of engineering. Also reported was that six of the twenty-eight degree programs in engineering technology have received accreditation by the Engineers Council of Professional Development. This same survey also indicated that fifty-one of the one hundred and one senior colleges offered programs leading to the Baccalaureate Degree in Industrial Technology. There are indications that the popularization of the baccalaureate degree in this area is strongly influenced by the rapid expansion of associate degrees awarded by the community colleges and technical institutes.

The role of the technician appears to be expanding, as evidenced by the popularization of the bachelor degree. The continued shortage of engineers is causing industry to assign more and more responsibilities to technicians. It was indicated that the annual shortages of technicians might be so severe that progress in such areas as medical research, control of air and water pollution, the space program, and urban renewal work may be slowed down.

One of the features of the four-year technology programs is that it created a feeling of open-endedness for the two-year (associate degree) technician programs offered by the community colleges and technical institutes. Some see the four-year technology program as the logical place for the associate degree graduate to go to when he has acquired the desire for more schooling, either immediately after earning the associate degree or after several years of work.

Curricula in Four-Year Engineering Technology Programs

A presentation on this topic was made by Dr. Robert H. Creamer, Director of the Temple University Technical Institute. It was shown that 42 states and the District of Columbia had institutions that offered industrial and/or engineering technology programs leading to the bachelor degree. California led the way with eleven such institutions, followed by Texas with eight, Ohio with seven, Illinois with six. A total of six states each had five institutions in this category; these states were Louisiana, Minnesota, Nebraska, North Carolina, Tennessee and Wisconsin. There was a total of 143 such institutions throughout the nation.

The curricula in four-year engineering technology programs have evolved out of the direction that engineering has taken in the past few years. Since the majority

of engineering graduates have become more research-oriented, the role of the application engineer has been filled by the engineering technologist, who is trained at the baccalaureate level. The curricula for these individuals must be technically rigorous and, at the same time, must include enough liberal arts subjects to provide the technologists with a broad education so that they will perform well in society.

Pointed out was that there are two major types of curricula, i.e., the "2 plus 2" plan, which is designed to accommodate transfers from the community colleges and technical institutes, and the four-year curriculum which enrolls technology students in the freshman year. Both types of curricula should provide sufficient flexibility in the area of electives to enable the student to pursue certain options; for example, students desiring to become teachers might select the appropriate education courses, those with business objectives would be able to select management studies, and so forth. The percentage of the entire program devoted to electives varied from institution to institution and from program to program. The range was from as little as 7 per cent in one college to as much as 50 per cent in another senior college.

Engineering technology programs in the following areas were listed: building construction, construction, electrical, electrical design engineering, electronics, mechanical-electrical, mechanical, mechanical engineering, civil, civil engineering, instrumentation, supervision, industrial management, air conditioning design, manufacturing, drafting, drafting and design, water resources, aircraft maintenance, printing, printing production, paper, industrial engineering, aerospace, computer, graphic arts, welding, automotive and diesel, engine power, industrial design, interior design, materials, mineral engineering, and M. and T. Design.

Four-Year Engineering Technician Programs: Industrial Managements' Viewpoint

The presentation on this topic was made by Mr. Edward K. Gill of the Advisory Board for Technical Education and Manpower Supply of the National Industrial Conference Board. He posed the following question: "What has been the recent demand for technical manpower?" It was stated that demands can be calculated by the measurement of two components, i.e., the number actually employed and the number of vacancies reported by employers. Since 1950, the engineering, scientific, technician force has grown from 850,000 to 2.5 million—a growth rate about four times that of the entire labor force. The entire 2.5 million break down into about one million engineers, one million technicians, and about a half million scientists.

One of the prime causes of the rapid growth in demand for technician personnel is the large increase in funds invested in research and development, from about 3 billion dollars in 1950 to 25 billion in 1969. Even after an allowance for inflation, this is a spectacular increase that reflects substantial real growth in research and development activities. Of the three groups of technical manpower, the technician has undergone the largest gain, from about 300,000 in 1950 to just under a million in 1969.

Private industries are the largest employers of all three technical groups, and they tend to be geographically clustered in the more highly industrialized states. Of interest is that the National Industrial Conference Board recently conducted a study in which criteria for selecting sites for research and development centers by manufacturers was found to be proximity to (a) accredited schools of technology and (b) a metropolitan area. That same study also showed that engineers and scientists are more mobile geographically than technicians.

It was said that employers of technical manpower have not been able to hire persons with the preferred training and formal education. In 1968, only 60 per cent

of the newly hired technicians had the preferred pre-employment training sufficient to qualify them for employment without further training. The remaining 40 per cent had been upgraded from craft positions in industry and had received training from their companies. Unfortunately, this 40 per cent will encounter difficulty in receiving the sophisticated courses in applied technology, since only post-secondary institutions can provide them.

Of some concern to many individuals is that the aggregate enrollment at technical-vocational schools has only been at about 70 per cent of total capacity. The under utilization of present facilities will continue unless special efforts are made to stimulate youth to enter this type of education.

It was pointed out that the baccalaureate degree technology programs are experiencing an increase in enrollments, and those that offer only an associate degree are experiencing a decrease. As expected, the bachelor degree graduates are offered higher salaries than the two-year graduates.

Organizing to Accredit Vocational-Technical Education

A panel with the presentation of three papers treated this subject. Dr. Burns of the North Central Association indicated there is a recent trend in which the regional accrediting associations have agreed to accept responsibility for the evaluation and accreditation of technical institutes, area vocational schools, and similar institutions operating under public auspices. It was pointed out that the regional associations can do their job well only if suitable criteria for the evaluation of vocational-technical education be developed.

Dr. Burns emphasized that the regional accrediting associations accredit total institutions and not programs. Each individual program is not examined in great detail. If there is a need to analyze a particular program in great depth, the mechanism of specialized accrediting should be employed.

It was said that each of the regional accrediting associations is adopting its own organizational pattern for the accreditation of vocational-technical education, consistent with its own history and traditions, existing structure, and the needs and interests of its own constituents.

The North Central Association has extended the responsibilities of its Commission on Colleges and Universities to include vocational-technical institutions, and individuals with the appropriate competencies have been added to the Commission and the examining teams.

Dr. B. E. Childers presented a review of the efforts of the Southern Association of Colleges and Schools in the area of accreditation. He brought out that the southern states, while having one-fourth of the nation's population within their eleven state region, have one-third of the total enrollment in the full-time post-secondary occupational education programs in the country.

The point was made that there is wide agreement at the state and national levels and among concerned organizations that an urgent need exists to establish in a national context a program for the improvement, evaluation, and accreditation of occupational education. In moving in this direction, the Southern Association of Colleges and Schools appointed a Committee on Occupational Education in the fall of 1967. This fostered discussions relative to the role of business and industry, the description of institutions to be eligible for charter affiliation in the accrediting group, the establishment of the Commission on Occupational Education, and the need for a separate organization within the Southern Association to accredit institutions of occupational education.

The philosophical and procedural questions involved in standard-setting and accreditation of occupational education are being discussed throughout the country.

An ultimate test of whether accreditation in fact does contribute to the improvement of instruction in occupational education will be found by evaluation of their graduates.

In summarizing the progress made by the Southern Association in the past several years, Dr. Childers said: "The development of an occupational education program by the Southern Association will present the Association with other unique opportunities. It can promote much-needed communication between occupational educators and those in traditional academic areas. It can be a mechanism which broadens the scope of vocational and technical education and which focuses systematic attention upon the needs, problems, and opportunities for development of a large proportion of the South's people in new knowledge and work skills. It can help individuals to utilize better their existing opportunities. It can assist in the articulation of the many educational efforts to equip children and youths for the world of work. It can sponsor or encourage relevant research, experimentation, and demonstrations. It can lend new dignity and prestige to the entire field of occupational education."

The third presentation was given by Dr. Kenneth B. Hoyt of the University of Maryland. Dr. Hoyt discussed the issue of the community college versus the separate vocational-technical institute, and the differences, as he perceived them, between technical education and vocational-technical education.

Is Your Education Real Time?

The last presentation to be mentioned in this report was the one delivered by Mr. D. E. Irwin, Manager of the Engineering Recruiting Development and Program Placement of the General Electric Company. He raised the basic question of what is the true demand for technical personnel. Specific projections by industries are made with considerable difficulty. He said: "We, in industry, are constantly asked to inform educators on what we need in the years ahead to help plan their programs. It is impossible, because we do not know what the priorities will be."

A number of reports and statements that indicated a severe shortage of technicians were cited. Yet, in the face of this great demand for the graduates, technical education hasn't really caught on. Suggested was that much of the blame can be placed on the shoulders of parents and high school teachers. It is interesting to note that, according to Mr. Irwin, industry's productivity has not been affected by the unavailability of technicians. This may in part have been the result of the fact that many industries did not really need technicians. It is in recent years that certain industries are beginning to eagerly look toward the use of four-year engineering technologists and expanded utilization of the two-year technicians.

In closing, Mr. Irwin said: "On the basis of what we know about the educational process, there has never been more urgency for progress in your area for meaningful education which is relevant and meets the expectations of the young and the potential employer."

Business Meeting of the American Technical Education Association

Officers for the coming year are: Lucian Lombardi, president; Ruth Midjaas, president-elect; George Mehallis, vice president; Richard Howes, treasurer; William Fenninger, secretary. New trustees are: Roy Dugger (1970), George A. Parkinson (1972), Frank J. Sheehan (1972), Ray G. Prevost (1972), and Charles O. Whitehead (1972).

TRADE AND INDUSTRIAL EDUCATION DIVISION

Proceedings Recorder:

Gordon F. Law

Associate Professor of Education
Rutgers—The State University

INTRODUCTION

The T & I Division of the AVA sponsored a variety of meetings as part of the annual AVA Convention in Boston. The following proceedings of the policy committee, business meetings, professional programs, and other activities of the T & I Division are derived from the reports of individuals who served as program recorders. These reports are organized into four main topics:

- I. Trade and Industrial Policy Committee Meeting
- II. General Sessions of the Division
- III. Business Meetings of Component Organizations
- IV. Joint Meetings and Meetings of Affiliated Organizations

I. POLICY COMMITTEE MEETING

The Policy Committee of the Trade and Industrial Division is responsible for the general focus and direction of all of the activities of component organizations, standing committees and councils, and ad-hoc committees. The Policy Committee reports directly to the AVA vice president for T & I Education.

In its December 5 meeting with Walter Bialebrzeski, chairman, the Policy Committee discussed a number of items of business. These included the work of several counsels and committees, the organization of a new affiliated section of the Division, and the plans for advancing the work of VICA, the national students' organization.

Division vice president, C. Thomas Olivo, spoke of the work of the Joint Labor-Management Committee; progress of VICA toward its goal of establishing a national youth center in the Washington area; the impact of proposed Manpower legislation; activities of the International Education Committee; and the significance of the new organization, The National Association of Trade and Industrial Instructors (NATII).

Among a number of standing committee reports received by the Policy Committee were those of the Research Council, headed by Calvin Cottrell, and the Publications Council, with Gordon Law as chairman.

II. TRADE AND INDUSTRIAL DIVISION GENERAL SESSIONS

First General Session—December 6

The first general session of the Division featured a speech by Dr. John Walsh, President of Dunwoodie Institute, Minneapolis, Minnesota. The program also had three symposium presentations.

Dr. Walsh's speech, "An Honest Appraisal of Human and National Resources," stressed the significance of population growth, technological change, unemployment, and underemployment to leaders responsible for vocational education. The following statements are taken from his presentation:

"Our population has grown from 180 million in 1960 to 207 million in 1970 and is projected to be 243 million in 1980—286 million in 1990. This will certainly call for more manufacturing and a demand for more services.

"The labor force will grow from 72 million in 1960 to 99 million in 1980. As the labor force gained an average of 1.3 million a year from 1961 to 1968, over half of this gain was represented by youth 16 to 24 years of age. About one-third of the expansion was comprised of women 25 years of age or more, most of them married.

"Training needs will be increased even more when we include the poor, the working poor, the disadvantaged and the handicapped. In 1966, 29 million were

classified as poor by social security standards of poverty. Of these, 7.9 million were in the labor force and working. All told, 9.7 million were in need of some training.

"Where are we now? In 1968, one million, six hundred and twenty-six individuals were to be served by Trade and Industrial Education Programs—22% of all people involved in federally supported vocational education. This was achieved by 47,741 teachers working in 18,000 schools. But the federal government spends only one dollar on vocational education for each fourteen dollars it spends on higher education."

Symposium Topic I: Realistic Human Services

The presentation by Joseph E. Taylor, Director of Training for the International Brotherhood of Electrical Workers (IBEW), was derived from a position paper prepared by the National Labor-Management Advisory Council of the Division. The topic was "Guidance Counseling and Human Resources Development."

The paper presented by Mr. Taylor included a section dealing with issues and needs, and a list of recommendations. Among the statements of issues and needs were ones calling for: the early orientation of youth to modern industrial society; access and equal opportunity to vocational guidance services; the full use of human and community resources; the need to establish realistic qualifications for vocational guidance counselors which are based on valid occupational experience and professional preparation; and the critical examination of measuring instruments used for guidance.

The recommendations for improving vocational guidance called for greater emphasis on the vocational aspects of guidance, the establishment of a human resources division of AVA, and the development of an area concept toward the development of human resources.

Symposium Topic II: Recognizing Graduates As Advanced Learners

Hugh Murphy, Director of the Bureau of Apprentice Training, U.S. Department of Labor, spoke about the need for closer relationships between the trade preparatory programs in vocational schools and apprentice training. Citing the example in Baltimore where graduates of vocational brick-laying receive advanced apprentice standing, Mr. Murphy recommended that local vocational educators need to take the initiative to encourage the recognition of vocational trade graduates as advanced learners.

Symposium Topic III: Fundamental Issues in Manpower, Education and Training.

Richard Nelson, Chief of Program Operations, California State Department of Education, spoke of four basic elements which must be considered; these are functions, goals, measurable objectives, and assessment. He then listed a number of operational factors against which the four elements need to be applied. These factors include population needs, publicity and promotion, student recruitment, guidance and counseling, job market and job performance analysis, program planning and review, vocational course and resource development, vocational instruction, and placement. He stressed the importance of placement, calling it the payoff for the entire system of vocational education.

General Session—December 7

The theme of the Second General Session was "Incompatibility, Human Needs and Academic." Three speakers presented ideas and arguments which critically examined the ability of our typically "academic school programs to meet human needs in contemporary society."

Gordon Law, of Rutgers University, spoke on the topic "Realistic Human Needs Founded in Valid Studies." Four examples were given:

1. Access to quality vocational education for all persons, regardless of geographic location, age, sex, or socio-economic status
2. Open alternatives to learning, thereby reducing the division that exists between so-called academic and vocational education
3. Opportunities to close the gap between childhood and school and an adult life of productive work
4. The elimination of the self-fulfilling prophecy of failure

When speaking of inhibiting factors which deter the ready achievement of desirable goals, Dr. Law mentioned: the prevailing attitudes of society toward vocational education and toward college; the organization of curriculum by "institutional orientation," rather than by human needs; the lack of appropriate systems of evaluation and accreditation; and the failure to achieve real cooperation and coordination between the school and persons in the community.

Vern E. Burgener of the Technical Education Research Center, Urbana, Illinois spoke on the second topic, "The Grand Myth of Academic Respectability." He suggested that we take a hard look at the relevancy of all education—"academonia" is based on "standards" and criteria which are not related to the needs of those who are the holders of these "myths." Our educational system might be improved if it were based on a core of knowledge and training for human and related occupational needs with academic additives, instead of having an "academic" core.

The third topic, "The Impossible Dream! A Fantastic Failure," was presented by D. Roy Purky, Assistant Director, Division of Vocational-Technical Education, State Education Department, Ohio. He indicated that research studies over the past several decades have failed to prove that the so-called college preparatory curriculum has in fact been an effective way to prepare for college. It is very possible that the strength of our educational system has really been in the elementary school rather than in the "subject matter" oriented high school program. Mr. Purky suggested the following questions need answering by those who share the belief that we have academic respectability:

1. What do we expect of graduates from our public schools? Placement in college? Employment placement?
2. What is a minimum, adequate program of education? Does it include vocational education for all people at all levels?
3. Can college preparatory programs also include vocational courses and training?

The presentations were followed by statements and comments from the audience which indicated a general feeling and belief that our present system of education is incompatible with the needs of many persons in our present society.

General Session—December 7

Representatives of the Vocational Industrial Clubs of America (VICA) outlined plans for a Development Center for Industrial Youth. The Center would provide leadership training advantages for youth and promote trade and industrial education. Speakers reviewed various aspects of the program.

Listen to a Dream Whose Time is Now

Fred Martin, State Supervisor, T & I Education, Kentucky Member, VICA Administrative Board

Mr. Martin explained VICA's "dream"—a national youth center located in the vicinity of the national capital and dedicated to the fulfillment of the goals and purposes of VICA and the promotion of T & I education. The center would (a)

be a facility for conducting leadership training, conferences, workshops and seminars for VICA youth and those educators, businessmen and labor leaders who work with them, (b) be an educational center for research and development of leadership training materials, publications and techniques as well as a national depository for all materials developed throughout America and the world concerning the development of youth and with an emphasis on leadership training, and (c) provide housing for the national staff and services.

The center would provide a national educational institution to develop programs, materials, and training heretofore neglected in the scope and philosophy of trade and industrial education.

In addition to specific benefits to youth and adults, the center would guarantee the future of trade and industrial education and the future of thousands of youth seeking careers in trade and industry.

Unfolding the Plans

William Roark, Director, Manpower Development, Structural Clay Products Institute Chairman, AVA Labor-Management Advisory Council

Mr. Roark outlined reasons for locating the VICA youth center near Washington, D.C.: (a) proximity to decision-makers, (b) history of the area, and (c) possibility of locating the center in the same area as the planned U.S. Exposition of Science and Industry. Hotels and youth hostels are being planned by the Exposition to attract youth from all over the country with inexpensive accommodations. Youth would have an opportunity to learn about the workings of science and industry.

Mr. Roark indicated that VICA envisions a T & I Hall of Fame at the site of the new Center to give youth a chance to know of those who have contributed to T & I Education. He indicated that industry is interested in helping VICA with the center if VICA and T & I Education first show they plan to accept a major responsibility.

The Building Power of Youth

Kurt Momot, National VICA High School President and Lynda Ford, President, Kent County Vocational-Technical Center VICA, Delaware

Kurt Momot related his personal conviction that VICA can transform the lives of students, his belief that the opportunities of VICA should be extended to every student possible and that a national youth center would enhance the value of VICA to individual youth.

Lynda Ford outlined plans for a youth-to-youth campaign to collect funds for the building of a VICA youth center. The program would be kicked off by the Kent County, Delaware VICA club. The club plans to circulate a newsletter, entitled "In The Beginning," to all VICA clubs. It will report on the club's own fund-raising progress and publicize what other schools are doing.

Roy Ayres, State Supervisor, T & I Education, Oklahoma President, Administrative Board, VICA, indicated that the VICA Administrative Board had endorsed the youth-to-youth campaign proposed by the Kent County, Delaware VICA.

Pledges for funds for the youth center were accepted from the T & I members attending.

General Session—December 8

A main part of the business of this general session was the giving of reports by various committees, councils, and component organizations of the T & I division.

Dr. Robert Lusk, industry representative of the auto industry committee, reported that a sequel to the best selling publication, "Standards for Automotive Instruction in Secondary School," is now available. Called "Community College Guide for Associate Degree Programs in Auto and Truck Service Management,"

this new publication is being distributed through the American Association of Junior Colleges. Also speaking for the auto industry committee was Dr. John Jarvis, who reported that over 100 major colleges were granting academic credit for summer work in industry.

Other reports were given by the labor-management research and publications councils, the women's section at the T & I division, the National Council of Local Administrators, the National Association of State Supervisors of T & I Education, and the Vocational Industrial Clubs of America.

The report of AVA vice president, C. Thomas Olivo, called attention to two important events; these were the establishment of a new organization for T & I teachers and the progress made in the establishment of a national VICA center. The National Association of T & I Instructors elected Ronald Glenn of Colorado its first president. Membership in the new organization is open to persons teaching T & I subjects and who meet the certification requirements of their respective states.

General Session—Joint NCLA and T & I Luncheon—December 8

Introductions were made by the chairman, Sam Schimelfenig, and by Dr. Tom Olivo. Dr. Fred Minor introduced the speaker, The Honorable Lloyd Meeds, Congressman from the State of Washington. Congressman Meeds stressed the importance of using remedial manpower programs, with the ultimate aim of replacing them with preventive programs. He pointed out that the existence of manpower programs today is evidence of the failure of our educational system yesterday and that, if our educational system performs its total function tomorrow, manpower programs will become almost non-existent. He suggested that better utilization of costly facilities and equipment could be achieved if facilities were built and equipped to serve both the manpower programs and the educational programs and were under the control of local school authority.

Following his speech, Congressman Meeds was presented the NCLA Award in recognition of his outstanding contribution to education, especially vocational education.

Following the presentation of awards to Miss Catherine Grant and Miss Blanche Nechanicky, each an outstanding leader in T & I Education for many years, the officers of the newly organized National Association of T & I Instructors were installed. The officers for the 1969-70 year are: president, Dr. Ronald E. Glenn, Colorado; president-elect, Mr. Emory M. Carpenter, North Carolina; secretary, Mrs. Nancy L. Raynor, North Carolina; treasurer, Mr. Anthony Wesolowski, Indiana.

General Session—December 10

Topic I: In-Service Teacher Education: Video Recorded Observations of Teaching Micro-Teaching in New York

Panel: Charles R. Doty, Donn Billings, and Gordon G. McMahon

The panel described three different techniques used to assess the value of micro-teaching and video feedback. Each of the three research plans assigned the teachers to two groups for comparison. Description of the group treatments follows:

1. Group A. Teachers teaching their peers and receiving teacher educator and peer feedback
2. Group B. Video recording of teachers' actual classroom or laboratory teaching being brought to the teacher education course for teacher feedback from the teacher educator, peers, and video replay
3. Group A. Micro-teaching, using high school level students, with video feedback as well as teacher educator and peer feedback

Group B. Micro-teaching, using high school level students *without* video feedback but with teacher educator and peer feedback

3. Group A. Micro-teaching, using peers as students, *with* video feedback as well as teacher educator and peer feedback

Group B. Micro-teaching, using peers as students, *without* video feedback but with teacher educator and peer feedback.

Findings: There were no statistically significant differences between any two treatments at any site.

Recommendations: The teacher educator should assist his teachers in selecting appropriate topics for micro-lessons and in planning the lessons. Micro-teaching with high school students is recommended. Video playback provides feedback that cannot be equalled by peer or teacher educator feedback, but it is not absolutely necessary.

Topic II: In-Service, Remote Teacher Education: Video Recordings, Telephone, Mail and Model Tapes in Colorado

Panel: *Walter A. Cameron, Ronald E. Glenn*

Three different methods were described for providing remote feedback to in-service teachers who were located long distances from the supervising teacher educator. These were the use of videophone, video-mail, and video-self-evaluation feedback.

Among the conclusions drawn from these experimental approaches to remote teacher education was one that the use of remote techniques was found feasible and did help beginning teachers analyze and change their teaching behavior. Teachers experiencing video self-evaluation feedback and video-mail feedback techniques made more positive changes in teaching mannerism than those receiving video-phone feedback technique.

Topic III: Single Concept Films and Technimation

Panel: *Benjamin Shapiro and Walter Brown*

A demonstration was given by Benjamin Shapiro, assisted by Walter Brown, both of Rutgers University, to show how "movement" can be added to overhead transparencies. Additional information and materials are available from Technifax Education Division, Holyoke, Massachusetts 01040.

The second part of the program was the showing of a "single concept film" illustrating a specific skill. The New Jersey Vocational Curriculum Laboratory, located at Rutgers University, has developed a number of short, no-sound films in cassettes that are designed to provide individualized instruction in various vocational skills. The film used to demonstrate the practical value of such instruction was one of a series in baking, by Seymour Sommer.

General Session—Part II—December 10

Topic: Advanced Technology

Speaker: *Gene Mannella, Director of Advanced Technology, Electronics Research Center of the National Aeronautics and Space Administration, Cambridge, Massachusetts*

According to Dr. Mannella, the two fastest growing areas for technicians during the 70's will be Information Systems (computers) and Microelectronics. Microelectronics began with the transistor and advanced to the integrated circuit and is now developing the L. S. I. (Large System Integration). The L.S.I., which calls for 138 steps to produce, requires extremely accurate quality control.

Technicians needed for the area described by Dr. Manella will be prepared primarily in two-year post-secondary programs which give emphasis to physics,

electronics theory, electronics fabrication, and integrated circuits. Also, he said, there is some need for technicians trained in broader fields of physical science and engineering.

III. BUSINESS MEETINGS OF COMPONENT ORGANIZATIONS

National Association of Trade and Industrial Instructors (NATII), December 6

The charter meeting of the National Association of Trade and Industrial Instructors met on December 6, 1969. Roy Ayers, State supervisor from Oklahoma, and Claude Eldridge of the North Carolina Education Department presented the Articles of Incorporation as suggested by AVA. Emory Carpenter of North Carolina functioned as temporary chairman; and prior to the election of officers, Anthony Wesolowski served as acting chairman.

The initial slate of elected officers are: president: Dr. Ronald Glenn, Colorado State University, Ft. Collins 80521; president-elect: Mr. Emory Carpenter, ICT Coordinator, P.O. Box 1736, Hickory, N.C. 28601; secretary: Mrs. Nancy L. Raynor, Health Occupations Instructor, Fike Senior H.S., Wilson, N.C. 27893; treasurer: Mr. Anthony Wesolowski, ICT Coordinator, RR #3, Box 595, LaPorte, Indiana 46350.

According to the Articles of Incorporation, the new organization will have regional vice presidents selected from each of the nine regions of the U.S. Office of Education. A number of these were selected at the Convention; their names may be obtained from the Secretary.

National Association of State Supervisors of Trade and Industrial Education—December 6

President: Euros Stoltz

Dr. Frank Briley, Program Officer of the U.S. Office of Education, spoke of the lack of staffing in the USOE resulting from limited congressional appropriations, and of the broadening of responsibilities to serve a greater range of the population. He recommended that state consultants and supervisors should become involved to a greater extent in leadership development of local school personnel, so that greater emphasis and responsibility can be placed at the local level.

December 8 Meeting

Dr. C. Thomas Olivo, vice president for T & I Education, expressed some of the concerns of the AVA Board, which include:

1. The need for more extensive use of advisory committees at every level of operation in vocational education
2. VICA (Vocational Industrial Clubs of America) as one legitimate vehicle for publicizing vocational T & I Education
3. Encouragement of promising vocational education leaders to pursue advanced degrees in school administration, for which a growing number of paid assistantships are available.

Elections of Officers of NASSTIE were conducted, with the following results: president, Charles Bates (Effective July 1, 1970); vice president, Harlan Giert; secretary-treasurer, Harry Davis; Policy Committee representative (3 years), George Schwartz.

Other business included the introduction of VICA officers, the contribution of \$100 to the treasury of the new Association of T & I Instructors, and the appointment of a committee to explore how a national trade and industrial conference could be

organized and conducted with the cooperation of USOE and the Curriculum Materials Laboratory of Ohio State University.

Women's Section of the Trade and Industrial Division—Business Meeting, December 8

An important section of this meeting was Blanche Nechanicky's summary report of a recent survey which was concerned with the future status of the Women's Section. Miss Nechanicky reported that a majority of the membership wished to have the Women's Section continued. The reasons given were: (a) to meet together to discuss common problems; (b) to have a voice in the Advisory Council of AVA; (c) to have membership in the Policy Committee of AVA.

A nominating committee under the chairmanship of Mrs. Rosalie Risinger was appointed to nominate a slate of officers for the next convention. Other members of the nominating committee are Mrs. Josephine Panzica, Miss Mary Rush, Mrs. Teresina Thompson, and Miss Julia Salmon.

Trade and Industrial Division—Research Council—Business Meetings—December 5-6

Chairman: C. J. Cottrell

The following is a consolidated report of two meetings of the T & I Division Research Council.

The council voted to support and encourage additional funding for the activities of the research project on the development of a national occupational testing program, which is now being conducted by Rutgers University, with Carl Schaefer, Melvin Barlow, and Richard Nelson as its principal investigators. C. Thomas Olivo is director of the project and Adolf Panitz, associate director.

Sub-committees for a program of work for the Research Council were organized in the following areas: Evaluation and Accreditation—Frank Wimer, chairman; Curriculum Development—Merle Strong, chairman; Occupational Competency Examination—Joe Reed and Marjorie Stangfeld, co-chairman.

Other areas of research interest discussed were cooperative education and T & I programs for the disadvantaged. Publications proposed for the program of work for the coming year are a position paper on T & I research and a revised directory of T & I researchers.

Trade and Industrial Advisory Council Meeting—December 5

Chairman: William Roark

The following items of new business were discussed by the Advisory Council:

1. The feasibility of establishing a Labor-Management Education Advisory Council for each state organization on Vocational Education. This was referred to a sub-committee for further study.
2. The Memorandum of Understanding, first developed in 1961 by the International Brotherhood of Electrical Workers in consultation with representatives of vocational education, makes all instructional materials developed by IBEW available to any training program conducted in a public school. A sub-committee of Joe Taylor, Ernest Studebaker and William Roark recommended that wide publicity be given to this Memorandum.
3. The USOE report revealed that T & I education enrollments are rising. There are now 7.5 million youth and adults enrolled in vocational education; and of these, 1.62 million are enrolled in 96 occupational categories of T & I education.
4. A report concerning the proposed VICA youth center was given.
5. VICA is to have a seat on the T & I Advisory Council.

IV. JOINT MEETINGS AND MEETINGS OF AFFILIATED ORGANIZATIONS

National Association of Industrial Arts and Trade and Technical Educators (NAITTE) Business Meeting—December 6

President Carl Schaefer discussed actions taken to apprise government officials of the lack of visibility of vocational teacher education in federal guidelines to states. Wilbur Miller, secretary-treasurer, acknowledged the contribution of American Technical Society to underwriting production costs of the "Journal of Industrial Teacher Education." Goodheart-Wilcox Company, he reported, is also giving help for production costs of the "Industrial Teacher Education Directory." Guest Speaker, John Nealon, who is Visiting Industrial Professor at Rutgers University, talked of the need for a much closer relationship between occupational education and industry. Mr. Nealon also spoke of the effectiveness of the AVA in bringing the cause of vocational education to the attention of the federal government.

NAITTE Breakfast Meeting—December 9

The annual NAITTE breakfast meeting featured a presentation by Dr. Frank E. March Jr., Dean of the School of Education, Northeastern University. The program also provided for a continuance of business matters that included the election of officers.

Dean March's address, "The New Source of Social Responsibility," alluded to the failure of universities to relate to student needs and aspirations and to the community outside the academic circles. The curriculum, he said, is often not relevant to the needs of contemporary society. Specifically, Dean March recommended a breaking down of barriers between the college academic program and vocational education. He also proposed that teachers of vocational subjects must avoid being merely subject matter specialists; they need competencies for teaching the whole person.

Officers of NAITTE elected for 1970 are: president, Durwin M. Hanson; vice president for Industrial Arts, Wilbur R. Miller; vice president for Trade and Industrial Education, Merle Strong; secretary, Floyd Krubeck; trustee, Ralph Gallington.

NAITTE Research Program—December 7

The NAITTE research program had three main parts: (a) Reviews of Research Activities in Technical Education, (b) Reviews of Research in T & I Education, and (c) Reviews of Research in Industrial Arts Education.

The first report, given by Donald S. Phillips, stated that practitioners looking for solutions to operational problems will discover that reported research offers little help. A number of descriptive studies were reviewed, but according to the speaker, these have limited value beyond the local situation. Developmental and demonstration projects were disappointingly few.

The review and synthesis of research in T & I education, given by Carl Schaefer and Albert Pautler, showed that, although much research has been conducted in recent years, its effect on local operations has been limited. "Action research and developmental projects must take place at local levels."

The review of research in industrial arts education was given by Daniel Householder and Alan Suess. They stated that research on instructional media and teaching methods has a great potential for the classroom teacher. "Guidelines for the selection of optimum teaching procedures for specific learning situations must be provided." Research, according to this report, is moving increasingly from data-

collection to a data-utilizing realm, but the predominance of "one-shot" studies should give way to a greater emphasis on replication studies.

**National Council of Local Administrators (NCLA)
General Session—December 6**

The first presentation, by Carl Schaefer and Jacob Kaufman, gave the findings of their recent study entitled *Occupational Education for Massachusetts*. Among other things, this study disclosed:

1. The need for a career development curriculum to meet the needs of the 40% to 60% of high school students who have so-called "special needs," and for whom both the academic and the vocational curriculum are inadequate.
2. It was pointed out that the current allocation of educational resources was not in alignment with the needs of students and that a realignment of these resources is essential.
3. If the grouping of students in the proportions reported are correct, the curricula must be re-examined in terms of the academic, vocational, and general student.
4. Finally, the state must assume a larger role in the financing of education in order to equalize educational opportunities. All-in-all, it was pointed out that the philosophical base for the study is consistent with the Vocational Education Amendments of 1968 and with the position of U.S. Commissioner of Education, James E. Allen.

In the second phase of the program, Dr. Walter Arnold reported that the Pennsylvania study recently published was the result of the State Education Department's decision to make a practical implementation study based on 13 policy statements of the State Board. This study calls for a total balanced program of vocational education for youths, adults, and disadvantaged persons, utilizing private and public school resources. A systems approach to planning, calling for a continuing process, is recommended.

Reaction statements to the Kaufman-Schaefer presentation and to that of Walter Arnold were given. Paul Sullivan, Superintendent of the Blackstone Valley Regional Vocational-Technical High School in Massachusetts, questioned the efficacy of the comprehensive high school, as well as that of the shared-time vocational center. William B. Norton, Academic Supervisor, New Bedford Vocational High School, also expressed concerns about the comprehensive high school as the legitimate home for vocational education. Both of these reactors agreed in essence with Walter Arnold's report, but they felt that because they did not have the study report before the meeting they were unable to make critical comments.

RELATED GROUPS AND ORGANIZATIONS

CONFERENCE OF OFFICERS OF AFFILIATED STATE AND TERRITORIAL ASSOCIATIONS

*Proceedings Recorder: Herman W. Morgan
Principal, Brewster Adult Technical School
Tampa, Florida*

NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION

*Proceedings Recorder: R. D. Anderson
Executive Secretary, National Association of
State Directors of Vocational Education*

NATIONAL COUNCIL OF LOCAL ADMINISTRATORS

*Proceedings Recorder: Ed Kotchi
Dean, Broward Junior College, Fort Lauderdale, Florida
(on sabbatical leave)*

AVA ADVISORY COUNCIL

*Proceedings Recorder: C. F. Templeman
Vice President, South-Western Publishing Co.
Cincinnati, Ohio*

STATE BOARDS OF VOCATIONAL EDUCATION

*Proceedings Recorder: Darrell Ward
Specialist in State Leadership
The Ohio Center for Research and Leadership Development in
Vocational and Technical Education*

JOINT MEETING OF STATE BOARDS AND STATE ADVISORY COUNCILS

*Proceedings Recorder: Darrell Ward
(See above)*

STATE ADVISORY COUNCILS

*Proceedings Recorder: Alton D. Ice
The Advisory Council for
Technical-Vocational Education in Texas*

228 / 259

CONFERENCE OF OFFICERS OF AFFILIATED STATE AND TERRITORIAL ASSOCIATIONS

Over 100 past and present officers of state vocational associations participated in COASTA activities during the AVA Convention in Boston. These activities included committee assignments and work sessions, general meetings for sharing common problems and successful solutions, the COASTA Breakfast, and the annual business meeting with the election of officers.

Standing committee work began Saturday afternoon, December 6, and continued through Tuesday morning. These committees and their chairmen included: Membership, Roland Stemmer, Washington; Resolutions and Constitution, Doris Pindexter, Iowa; Leadership Development, Otto Santos, Jr., Ohio; Public Information, Donald C. Springle, New Jersey; Program of Work, Gilbert S. Guiler, Ohio; AVA Support, Frank Lawhorn, California, Inter-Association Relations, John A. Scott, Iowa; and, Nominating, Carol Mooney, Washington.

Outstanding committee recommendations were presented to be implemented by COASTA in cooperation with the AVA Board of Directors and staff. These included: (a) take definite steps to develop strong state associations, (b) work more closely with AVA regional representatives on a program (systems approach) of evaluation of the professional vocational associations, (c) become actively involved in the implementation and evaluation of AVA's 1970 Program of Work, (d) bring about closer relationships between individual affiliated associations of AVA, (e) establish an appropriate theme for National Vocational Education Week at least 12 months prior to the designated observance, (f) encourage and/or assist all states in employing executive secretaries, (g) make concentrated effort through state newsletters to promote membership in both AVA and state associations, and (h) provide a realistic program for COASTA membership in support of the parent organization and its policies.

David Bland, chairman of AVA's Program of Work Committee, appeared before COASTA members Saturday afternoon, and asked them to consider a request to design the criteria and the instrument to evaluate the implementation of the AVA Program of Work for 1970. The idea was favorably received, and an *ad hoc* committee, with representatives from both AVA's and COASTA's Program of Work Committees, undertook the tremendously difficult task.

During the general session Sunday afternoon, the group heard remarks from AVA regional representatives—Clare Rejahl, Wisconsin; Wenroy Smith, Pennsylvania; Mark Nichols, Utah; and Dr. Arthur Walker, Virginia. Their remarks included such statements as: "AVA is an affiliate of state associations, consequently AVA can only be as good, as strong, as effective as state associations are." "Regional representatives will help bring AVA into the field and closer to state associations." "We hope to help you develop strong effective state associations." "We gather here for two or three days at the AVA Convention, but we never have a chance to mix or exchange opinions in depth." "By breaking up the division of labor into five regions, we have a better chance to receive and exchange ideas." "We should look at regional workshops in terms of memberships, Program of Work, legislation, etc." "AVA is an organization which represents or speaks for each of us. AVA is Me! AVA is You! Everyone of us is AVA."

The regional representatives also discussed a 32-point systems approach to self-evaluation by state associations. "This instrument will be taken up in detail during the regional workshops," they said. The points are measurable management objectives designed to tie state associations with AVA and to tie local or district units within states so that "we're all tied together."

COASTA members also heard from three state representatives on Sunday in a

"'How To' Session on Executive Secretaries." Herman Morgan, Florida, and John Carney, Tennessee, both told of their duties and responsibilities which are similar to those of an executive secretary. Both of these men donate their services to their associations; however, they indicated that paid secretarial help was essential. Mrs. Ellen Coody, Georgia, told of her role as a paid executive secretary, stating that she began on a part-time basis but her work has now expanded into a full-time position.

The COASTA Breakfast is an annual event at which time the members had an opportunity to hear from the AVA president. Dr. C. Nelson Grote said: "You are an important group, especially from the standpoint of AVA. AVA is an organization of affiliated organizations. AVA is a states' program and that is why affiliates are so important. We need strong dynamic leaders in state associations. The responsibility of the AVA office is to help locals with problems and to strengthen state associations. This is the reason for the COASTA liaison representative to the AVA executive board. It is most important that you choose carefully the person who will represent you in this capacity."

A couple of problems of concern to the AVA Board of Directors were pointed out by Dr. Grote. First, among state associations there is a "creeping incompatibility of structure." "When you go home, take a look at your constitution and initiate action to revise your structure, if necessary, to remain consistent with that of AVA," he said. We can only stretch incompatibility of structure so far. "The second problem," he said, "pertains to legislation." In legislative matters it is most important that we move and move rapidly. We need a network or pipeline where information can be spread rapidly. It makes a difference when a Congressman is flooded with word from home. Ways and means must be worked out. "Go back home from this convention and work through your affiliates to develop a plan for legislative action," he stated.

Following the breakfast Monday morning, December 8, COASTA members gathered for an informative and interesting "Show and Tell" session. Representatives from several state associations shared various success stories about newsletter publications, reorganization of associations' structure, different projects to promote vocational education and secure memberships in both AVA and state associations. Time did not permit for all volunteers to "show and tell" their stories, so it was agreed that next year a longer period would be scheduled for this activity.

Those making presentations were Ed Mattson, Florida; Betty Stephenson, Colorado; Helen Cornelius and Daniel Dunham, Oregon; Roland Stemmer, Washington; Doris Poindexter, Iowa; Florence Heal and Don Springle, New Jersey; Darrell Brensing, Kansas; Bob Myers, Indiana; and, George Matthews, Delaware.

During the second portion of the morning session representatives of the press, television, and politics told the group "how to effectively carry on public information programs." John King, administrative assistant to Senator Edward Kennedy, said that the first consideration when planning to seek support of a politician is having a very sellable product. If you have this, you should have one contact person who is well-informed. Work through legislative aides; don't become overbearing; know politicians' voting record; convey compliments; and send short personal letters or telegrams.

Miss Nina McCain, education editor, *The Boston Globe*, told "How NOT to get a story printed in the newspaper." She pointed out that the "trend" or "theme" story is best for newspapers. "Papers want news about vocational education, but vocational educators aren't coming to see us," she stated. Metropolitan papers want the big stories, while the smaller papers desire the local, individualized events.

She emphasized that we should never attempt to convince with false facts, but instead always be truthful.

Bruce Marson, executive producer, educational programs, WHDH Radio and Television, gave techniques in preparing broadcasts. He pointed out that both the broadcaster and the educator are trying to communicate with people—the broadcaster "on the air" and the educator "face to face." Both must "stay loose" to be effective. Marson explained the "What, Who, and How" of a television program. He stated that you must know "What" you want to tell. The broadcaster will determine "How" to tell it. Together you and the broadcaster will determine "Who" should hear it. He emphasized the fact that amateur performers (teachers) are most effective in getting a story across. A pamphlet, "If You Want Air Time," is available for the asking and will be most helpful in preparing a TV show. It is published free by the National Association of Broadcasters.

The annual COASTA business meeting was held Tuesday morning with the election of officers highlighting the session. Mrs. Louise Liddell, Tennessee, was named COASTA president for 1970 with Herman Morgan, Florida, chosen to serve as president-elect. Mrs. Ann Wiles, Montana, was elected to a two-year term as secretary. Jim Piercy, Oregon, out-going president, was named liaison representative to the AVA executive board. Representing COASTA on the AVA Advisory Council will be Darrell Brensing, Kansas.

The standing committee reports were given and accepted. Copies of two resolutions, approved at an earlier general session, were distributed. One resolution passed was that the affiliated organizations of AVA support the funding level of HB 13111; that each state affiliate seek a resolution from its state legislature in support of HB 13111; that each state affiliate request endorsements of support of HB 13111 from the governors of each state, members of Congress, other educational groups, labor and industry; and, that all endorsements of support for HB 13111 be directed at the earliest possible time to members of the Senate, the President of the United States, and the membership of related committees.

The second resolution adopted reads:

"Whereas, the purpose of COASTA states: The purpose of this organization shall be to: (a) develop and improve practices of the officers of the affiliated state associations, and (b) develop cooperation between officers of the affiliated state associations;

"Whereas, the AVA Board of Directors has named five regional representatives to represent AVA and to work with the officers of state and territorial associations for the purpose of assisting affiliated associations to improve their programs in making available the services of AVA to its membership;

"Therefore, Be It Resolved, that the officers of the affiliated state and territorial associations be encouraged to work with the regional representatives in the implementation of the work of the regional representatives as stated in the resolution."

The regional representatives announced that plans were being finalized for regional and sub-regional workshops for state association officers. These events will be held in the spring. They also distributed copies of the 32-point systems program for self-evaluation by state associations.

In other business, COASTA re-affirmed its support for retaining the word "vocational" to describe the kind of education we are engaged in and are promoting. The questionnaire developed by representatives of COASTA's and AVA's Program of Work Committee to evaluate and implement AVA's Program of Work was accepted.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION

The annual meeting of State Directors, held as an integral part of the AVA Convention, opened its program on Saturday morning, December 6, with a general meeting and concluded with a business meeting on Monday afternoon, December 8.

Following the program preliminaries, which included a welcome to Massachusetts by Walter Markham, Director of Vocational Education, a roll call of states and introduction of new directors by John Bunten, recording secretary-treasurer, NASDVE, and appointment of committees by President Cecil E. Stanley, the group heard an address by Dr. Don M. Dafoe, executive director of the National Council of Chief State School Officers, using as his topic, "Improving Communications between State Directors of Vocational Education and Chief State School Officers and between NASDVE and NCCSSO."

Dr. Dafoe indicated a desire on the part of the Chief State School Officers to work closely with the National Association of State Directors. He also expressed the hope that the two groups could work together for appropriate legislation which would benefit Vocational Education and education generally. Dr. Dafoe reported to the directors on a recent meeting of the Chief State School Officers and the resolution they passed supporting additional funding for Vocational Education. He also reported that they passed a resolution concerning the importance of retaining active participation on the part of the Department of Health, Education and Welfare in Manpower legislation. He assured the directors, as new executive director of the Council of Chief State School Officers, of his continued interest and cooperation with Vocational Education programs. Following Dr. Dafoe's address, the meeting was adjourned in order that the directors might attend the first AVA General Session.

The afternoon session began with an address by Mr. Lowell A. Burkett, executive director of the American Vocational Association, using as his topic, "Manpower Training and Legislation." Mr. Burkett stated that the Senate is now conducting hearings on the comprehensive manpower legislation pending before Congress. Concerned about duplication, overlapping, and inefficiency of many of the manpower programs, he said that Congress would like to see them consolidated under an administrative structure that would insure maximum benefits to the individuals served and efficient use of public funds.

Mr. Burkett said, "Many manpower programs utilize the recognized vocational education system to render needed educational services, and in most instances, the educational institutions have performed in exemplary manner. But unfortunately, many manpower programs are still being directed away from the educational system. Vocational education, which enrolls eight million youth and adults, is by far the major program involved in preparing people for work. Vocational education encompasses the manpower programs, although many of them are not conducted in the vocational education system. I hope that vocational educators view manpower programs as part of vocational education and that they will make every effort to coordinate, guide, and eventually consolidate them as part of the vocational system. The accomplishment of this task would bring order out of chaos, hope for the individual, and integrity to education."

Following Mr. Burkett's address, Dr. B. E. Childers, executive secretary of the Committee on Occupational Education, of the Southern Association of Colleges and Secondary Schools, of Atlanta, addressed the group, using as a topic, "Structure and Standards of Occupational Education Accreditation." Dr. Childers informed the group of the purposes and goals in the accreditation of vocational programs and pointed out the manner in which the Association is working and what has been accomplished. A group of four directors served as reactors to his presentation.

Following Dr. Childers' presentation, Dr. Joseph T. Norden of the Department of Industrial and Technical Education, North Carolina State University at Raleigh, addressed the group, using as a topic, "Planning and Organization for Evaluation." Following this excellent presentation, four directors served as reactors.

The day's program was concluded with a delightful reception and dinner for directors, their wives, and other special guests by The Sears-Roebuck Foundation. Mr. W. F. McCurdy, president of the Foundation, was host for the occasion.

The meeting reconvened on Sunday afternoon, December 7, with an address by Dr. Grant Venn, Associate Commissioner for Adult, Vocational, and Library Programs, Department of Health, Education and Welfare, U.S. Office of Education, using as his topic, "State Plans and New Aspects of Vocational Education Amendments of 1968." Following Dr. Venn's address, other members of his staff, including Dr. Leon Minear, Dr. Ed Rumpf, and Mr. Sherrill McMillan, made presentations. The entire afternoon was allotted to the U.S. Office of Education Staff for a discussion of state plans and new aspects of Vocational Amendments of 1968. It was brought out by Dr. Venn and his participating staff members that Congressional acceptance of vocational education and the new state plans as submitted by each state are very good. USOE plans for the next six months and how these plans will affect the states were discussed. Particular attention was given to changes in the USOE state plan guides and to the new reporting system. Dr. Venn stated that the national manpower policy must address itself to both preventative and remedial programs. He pointed out that new regulations put more responsibility on the states to determine their own needs, as perceived by the states themselves, and then to develop plans to meet these needs. It was further pointed out that the reporting system attempts to incorporate a qualitative as well as a quantitative evaluation system, which will finally result in a description of the national needs and the success we have had in meeting these needs. The Directors in attendance at this afternoon session were most complimentary of the program presented by Dr. Venn and his staff and felt that the information secured will prove most beneficial to state directors and their staffs. In the early evening, the directors, their wives, and special guests were entertained with a most enjoyable reception and dinner by the 3M Company, with Mr. A. X. Robbins, Market Supervisor, The 3M Company, serving as host.

Monday morning's meeting opened with an address by Dr. William H. Loomis, Director of School Programs, Vocational Training Branch, Office of Education. His topic was "Professional Development and EPDA Programs." Dr. Loomis pointed out that under Title II of the Federal Vocational Act of 1968, discretionary monies will be held at the federal level for EPDA. He pointed out that the two major strategies of these funds were: first, to build leadership at the graduate level through graduate university programs (comprehensive), and second, to provide special grants to state boards for vocational education for leadership development at the state levels. He further pointed out that funding authorized under the Act amounted to \$35,000,000; however, funding scheduled is \$6,000,000. A break-down of scheduled funding included \$1,500,000 for graduate programs, \$500,000 for continuation of programs, and \$4,000,000 for state boards for vocational education. He advised that current legislation could provide \$20,000,000 for EPDA if passed. He stated that 200 prospectuses have been submitted for funding of \$39,000,000 to train 22,000 people, and that final determination of programs to be funded will be made after Congress acts on the appropriation bills now before it for final consideration. Dr. Loomis further stated, "future planning anticipates that the EPDA section of the Vocational Act of 1968 will become a section of the state plans to be developed by each state."

Dr. Loomis' presentation was followed by an address by Dr. Robert Taylor, director, Center for Vocational and Technical Education, Ohio State University. His topic was "Long Range Planning—Follow-up." Dr. Taylor stated that the five major projects by the Ohio Center are: (a) Future Evaluation Study, (b) Manpower Planning Study, (c) Program Planning and Budgeting Study, (d) State Information Study, and (e) Long Range Forecasting System. Dr. Taylor stated that the tentative date for the NASDVE Summer Seminar is September 15-18, 1970. Dr. Taylor said, "Two major themes have been presented for the NASDVE Seminar in 1970 and these are: (a) Evaluation of State Plans, and (b) Leadership Development for State Staff Planning and Organization."

Following Dr. Taylor's address, the directors went into executive session and discussed many timely and current problems that are facing them in the years ahead. The directors, their wives, and guests were entertained at a luncheon meeting by the Automobile Manufacturers Association, Inc. Dr. R. C. Lusk, Director of Educational Services, served as host to the group.

Following the luncheon, the group spent the afternoon in a business meeting at which time officers for the new year were elected, committee reports were presented, and other matters of the National Association were discussed.

One of the most significant reports made at the business meeting was the report of the Task Force to study Youth Organizations. This committee was chaired by Mr. C. L. Greiber, Director of Vocational Education for Wisconsin. After studying the problems concerning youth organizations, and especially the problem of two separate organizations for office occupations and business education, the Task Force recommended to the directors that each state make its own choice as to whether it would support the FBLA or the OEA Youth Organization.

Among the pertinent resolutions passed by the directors as recommended by the Resolutions Committee were the following: (a) that the NASDVE endorse the concept of accreditation of vocational-technical education as a method of evaluation and of improvement of the quality of such programs, and that standards and procedures for evaluation be developed by vocational education with industrial and business personnel involved in the development; it was further urged that all major accrediting associations begin a program of evaluation leading to accreditation of programs of vocational-technical education with standards to reflect an adequate consideration of the product as well as the process of the educational program, (b) that President Nixon, Secretary of Health, Education, and Welfare Finch, and U.S. Commissioner of Education Allen be requested to release the funds for vocational education appropriated by the Congress of the United States, (c) that members of the United States Congress be commended for their interest and efforts to expand vocational-technical education and that they give consideration to the full funding of the 1968 Amendments in fiscal year 1971, (d) that the National Association of State Directors of Vocational Education support the 1969 resolution of the American Association of School Administrators calling for the establishment of a federal department of Education and Manpower training, and (e) that the Secretary of Health, Education, and Welfare be urged to take the initiative in developing a comprehensive manpower policy which describes in detail the role of the various governmental agencies in the development of a trained work force and leading to the integration of the consolidation of all agencies providing educational services through the duly constituted state education agency.

NATIONAL COUNCIL OF LOCAL ADMINISTRATORS

The NCLA program consisted of two general meetings, an annual business meeting, an annual luncheon meeting, four executive board meetings, a reception,

and a special meeting with AVA officials to discuss a long-felt desire of NCLA to achieve a broader identification within the structure of AVA so as to better serve our constituent membership.

First General Meeting: December 6

Recorder: Robert E. Eicher

Theme: Youth Groups Panel

Topic: *How Vocational Students See Their Relationship to Local Administration of Vocational Education.*

Eight students representing various segments of vocational education spoke most interestingly and candidly of how vocational student clubs not only activate interest in vocational education, but also act as an excellent recruiting medium. Improved communication among students, teachers, administrators, and academic students was another highly desirable result. A pertinent point was made that all too frequently vocational clubs were the only haven where vocational students "felt at home." It was emphasized that vocational students were better accepted when vocational clubs were active and contributed to the welfare of the school and to the community. Audience reaction was, "Let's have more programs like this one."

Second General Meeting: December 6

Recorder: Wayne Kyle

Theme: Statewide Planning

Topic I:

After intensive research, the speakers, Dr. Carl J. Schaefer and Dr. Jacob J. Kaufman, recommended that the 30 regional vocational-technical schools currently being planned become state operated Institutes for Educational Development. Four of these schools should be located in the large metropolitan areas. It was advocated that students remain under the control of their local high schools for all purposes except for their specialized vocational and technical course work.

Advantages cited were: (a) cost of the Institutes is shared equally by all taxpayers, (b) opportunity for occupational education became equalized, (c) curricula can be developed through statewide planning, (d) educational leadership and teacher competency can be centrally regulated, and (e) a substantial program of adult offerings can be more precisely planned.

Topic II: Vocational Technical and Continuing Education in Pennsylvania

Dr. Walter Arnold stressed the need for periodic analysis of the state administrative structures. This tends to increase efficiency and superior and timely service to the local school districts.

Pennsylvania is one of the great industrial states in the nation with an ever increasing need for trained personnel at all levels. The role of the states in the administration of vocational and technical education has become much more prominent, and as new federal programs are inaugurated with increased funding, changes are mandatory within the states. State departments must respond constructively to the technical, social, political, and economic forces of our society. To achieve these goals among the many recommendations made were that the services of the bureaus be expanded and diversified, and that the office of the administrators and supervisors of vocational education in the state be upgraded in the hierarchy of the governmental structure.

Theme: Research Implications for Administrations and Supervision

Topic I: Placement and Follow-Up of Vocational Education Students

Recorder: Darrell Ward

Dr. Richard Winfield's presentation of the pertinent research may be summed up as follows:

1. Reports generally show that vocational graduates have a high tendency to enter occupations for which they were trained, or to enter highly related occupations.
2. Graduates tend to be satisfied with their vocational education, but not significantly more than other graduates are satisfied with their general education.
3. The measurement of income is a highly suspect measure, but there are indications that vocational graduates tend to earn more money and advance in their jobs faster than non-vocational (excluding college) graduates.
4. Friends and relatives are the most important influence in job getting. School placement was reported as most important by as many as 25% of the graduates. At least half obtain jobs by their own devices with no agency involvement. Where the number of graduates is small and in limited supply, the placement record is high.
5. Vocational graduates generally show a lower unemployment record and a higher job stability than non-vocational graduates from high school and post-high school programs.
6. Vocational students show a high degree of job satisfaction.
7. Vocational graduates are not as geographically mobile as are college-going youth. Up to 90% stay in the community in which they went to school.
8. Vocational graduates are less likely to continue their formal education than non-vocational graduates. Their involvement in part-time education increases with occupational experience.

Topic II: Organization and Administration of Vocational and Technical Education

The speaker, Dr. Ralph C. Wenrich, pointed out that if administrators are to deal effectively with the problems of the complex, intricate, and changing social and economic environment in which vocational education must operate, they must have a thorough understanding of the component and vying factors that comprise the situation.

Dr. Wenrich covered the research from 1963 to 1968, and touched on a wide array of subjects. Of great interest was the feasibility of developing a computerized system to match retired military personnel to job vacancies. Enlisted men separating from the military services and who had 13 or more years of education prior to military service were the group most interested in teaching. The percentage of men interested in teaching increased consistently as rank increased. It was found that the military services are a good source for teachers in the electrical and mechanical fields.

If vocational education is to exert its full impact upon the social and economic needs of our nation and its people, persons in policy-making and program roles will have to have a better grasp of the functions of administration as they relate to vocational and technical education.

Joint NCLA and Trade and Industrial Luncheon: December 8
Recorder: Janie Jones; Chairman: Sam Schimelfenig

This meeting was the best attended in our history. It featured The Honorable Lloyd Meeds, Congressman of the State of Washington, as the speaker and as the recipient of our Award for Outstanding Service to vocational education. A summary of his address follows:

The Manpower Report identified 1,292,000 people enrolled in federally assisted programs in the fiscal year 1969, thus removing approximately 975,000 persons from the unemployable pool. During the same time, some 900,000 young people failed to complete high school. Our primary task is to turn off the spigot. The flow of unemployable into the pool just about matched the number of people who were moved from the pool, at great expense, into employment. He was emphatic in his belief that the existence of manpower programs today is graphic evidence of the failure of our educational systems yesterday, and that if our educational system performs its total function, manpower programs will become totally non-existent.

He made it clear that we must use all manpower resources with the ultimate aim of replacing them with preventive programs. He stated that facilities built by the established educational system must be utilized for both remedial manpower programs and preventative vocational-technical education.

The prestige of craftsmanship began to erode with the coming of mechanization. This attitude is solidifying into a snobbery that pervades our society and could eventually result in a caste system.

He concluded with John Gardner's statement: "An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity, will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

NCLA Business Meeting: December 8

Recorder: Dr. Harry Lewis

The annual business meeting consisted of the election of officers and directors; the treasurer's report; committee chairmen reports; the presentation of State Charters to Arkansas, Tennessee, West Virginia, and South Carolina; a farewell address by outgoing President Driscoll; and an acceptance speech by the newly elected President John Cameron. The following officers and directors were elected for 1970:

President: John L. Cameron, Director, Vocational and Adult Education, Colorado Springs, Col. 80802

1st V. Pres.: Dr. Fred Miner, Director of Vocational Education, Clover Park, Tacoma, Wash. 98499

2nd V. Pres.: Stephen Andrasko, Superintendent of Vocational Education, Essex County, East Orange, N.J. 07017

Secretary: Dr. Harry Lewis, Director, Trade and Technical Education, (1972) Board of Education, City of New York 11201

Treasurer: Edward F. Kotchi, Dean, Broward Junior College (1972), Fort Lauderdale, Fla. 33314

Board of Directors

Region 1—Walter J. Janiak, New Bedford, Mass. 02740 (1971)

Region 2—Merrill Hughes, Media, Penna. 19063 (1972)

Region 3—John Ankeney, Richmond, Va. 23220 (1970)

Region 4—John F. Standridge, Atlanta, Ga. 30315 (1972)

Region 5—Wallace G. Stevenson, Wood River, Ill. 62095 (1972)

Region 6—Sam L. Schimelfenig, Wahpeton, N.D. 58075 (1970)
Region 7—Robert M. McAbee, Fort Worth, Tex. 76107
Region 8—William A. Korizek, Helena, Mon. 59601 (1970)
Region 9—Dr. Wayne C. Johnson, Seattle, Wash. 98133 (1971)
Editor-in-Chief—Joe D. Mills, St. Petersburg, Fla. 33712
Assistant Editor—Sam Schimelfenig, Wahpeton, N.D. 58075
Historian—Ruth N. Lape, Nelson, N.H. 03157

AVA ADVISORY COUNCIL

The first meeting of the Council was called to order by the chairman, Mr. Bernard Shilt, Supervisor of Business Education for the Buffalo Public Schools, and immediate past president of the American Vocational Association. He opened the meeting by explaining the purposes of the Council and outlining for the members their basic responsibilities.

Mr. Shilt emphasized the fact that the Advisory Council acts as a liaison group between the Board of Directors and the respective divisions of the Association. Most members of the Advisory Council agreed in a preliminary poll that the area of greatest interest to them is what AVA is doing relative to the Manpower Bills currently in Congress.

Miss Mary Allen, Assistant to the Director of the American Vocational Association for Government Relations, made a presentation outlining for the members the activities in which AVA is currently engaged in relation to the United States Government.

Miss Allen concluded her remarks by presenting two challenges to the Council:

1. She suggested that we provide to the AVA Board of Directors recommendations for implementation of manpower training.
2. Congressional hearings on manpower legislation will be held in many areas of the United States. Vocational educators should participate and make their views known.

At the conclusion of her talk, Miss Allen answered spontaneous questions raised by individual members of the Advisory Committee.

Chairman Shilt led a discussion on how the state associations can cooperate more closely with the American Vocational Association and vice versa. He reminded the group that five field representatives will aid the state associations in setting up their program within the states.

AVA is trying to encourage the state associations to, in turn, encourage vocational educators to join AVA even though there might not be a distinct division within AVA to accommodate this individual.

Dr. Joseph Carrel, representing the Industrial Arts Education Division, suggested that there is a lot to be desired insofar as the computerization of the collections of dues both for the national association and the state associations are concerned. He recommended that the dues be paid directly to the American Vocational Association in Washington, that the person's name be placed on the computer, and that in this way we would not miss placing the person on the list to receive the Journal. In this way, also, the computer can pick out at the end of the year the names of the individuals who are members of AVA and send this list to the individual states. The dues that would be sent to the national headquarters in Washington for state and national dues could then be allocated and remitted to the state by the national headquarters.

Much dialogue was held on the collection of dues for the state association and the national association and suggestions were received from the floor as to how this

could be handled expeditiously. A motion was made by Kenneth Ertel, representing CDT, that the Board of Directors appoint a committee to develop a program for national direct payment of the AVA dues and submit the program to the Board of Directors. Lois B. Daniels, representing COASTA, seconded the motion. The motion was unanimously carried by the Advisory Council.

Chairman Shilt reviewed for the Council the present method used in electing divisional vice presidents of the Association. He also reminded the Council that last year a change was made in the election of divisional vice presidents and that there is some movement afoot that each division should have the exclusive right to elect its own vice president. However, it was suggested that, since a change had taken place in the election of vice presidents only last year, we continue for at least two more years experimenting with this procedure. If at the end of that time it has proven unsatisfactory, there would be ample time for us to revert to some different technique.

There was considerable discussion about the fact that it was conceivable that a person elected by the House of Delegates to the vice presidency of a particular division might not be a member of that division. Therefore, the consensus seemed to be that we should change the system of electing divisional vice presidents and that they be elected by the membership of that division.

A motion was made by Leon Janovy, representing the Agricultural Education Division, that the Advisory Council support the amendment at the House of Delegates for the change in the election of divisional vice presidents, so that each division is allowed to elect its own vice president within the division without having to be voted upon by the House of Delegates. The motion was seconded by Rolland Roy, representing Technical Education.

Considerable discussion was held about the motion, both pro and con. The motion was voted upon and was carried by a vote of 14 to 5, with Mr. Shilt abstaining from voting.

A brief discussion was held on the feasibility of a vice president of a division serving for a two year period of time rather than for three years.

Kenneth Ertel, representing CDT, recommended to the Council that we discuss in our various divisional meetings the possibility of the American Vocational Association developing an annual year book on vocational education. It was simply a suggestion that we carry this back to our individual groups and get the feeling from the groups as to what disposition they would like to make of it. A formal motion was made by Ruth Stovall, representing the State Supervisors of Home Economics, that the Advisory Council go on record as recommending that the American Vocational Association seriously consider this request to publish a yearbook. The motion was carried unanimously.

The second meeting was called to order Wednesday, December 10, 1969, at 1:30 p.m. Chairman Shilt presided.

A discussion was held on the proposed amendment to come before the Delegate Assembly as to the election of vice presidents of AVA. Mr. Shilt reported that a Study Committee was appointed last year to study this area and report back to the Delegate Assembly this year.

Beverly Hankenoff, Indiana, representing Distributive Education, moved that the vote taken at the previous meeting supporting the election by each division of a vice president be reconsidered. Her motion was seconded by John Coster, North Carolina, Research Division. On a vote, the motion to reconsider carried 10 to 6.

A discussion was held concerning the merits or paths of the Advisory Council. The lack of communication and lack of the exact expected function of the Advisory Council was expressed by many. There was a motion by Darrell Brening of

Kansas, representing COASTA, to ask the AVA board to present to the House of Delegates a proposal to investigate possibilities of having the House of Delegates meeting prior to the end of the convention. In discussion, the statements, "earlier in the convention than now" and "the last morning rather than the last afternoon would be preferable," were injected. The motion was seconded by Ruth Stoval, Alabama, representing Home Economics, and was unanimously carried.

A discussion followed concerning the AVA weekend meetings. Ruth Stoval of Alabama moved that the Council recommend to the Board of Directors that the AVA Convention schedule that has been in effect through the years, prior to this convention, be revived, and that one week rather than parts of two weeks as is the case this year, 1969, be in effect beginning in 1970. This motion was seconded by Rachel Marley, Texas, representing NAVAET. A motion to amend was submitted by Darrell Brensing of Kansas, seconded by H. D. Shotwell of Kansas, representing NASSDE, to take a look at the membership registration to see if the percentage of classroom teachers in attendance was increased by the weekend meeting of 1969. The amendment was adopted. The motion as amended was then unanimously carried.

Convention pre-registration by mail was then discussed. A motion by Frances McCann, Illinois, Health, to investigate different ways of expediting registration was seconded by Mary Helen Haas, Colorado, Home Economics. The motion carried.

The next topic discussed was identification cards. The general opinion of this discussion was that the establishment of a means of identification of services and of other areas should be sought. Whether this be by colored cards or some new device is an area that might be studied and submitted to AVA.

Mr. Coster of North Carolina, representing Research, moved that ways be developed to encourage teachers to attend AVA, similar to the program that Agriculture has now, including methods of reimbursements. It was seconded by Mr. Roy, North Carolina, Technical. The motion carried.

A lengthy discussion followed on the lack of Convention publicity, especially on the part of the papers and TV in Boston. There was a motion by Hankenoff, Indiana, Distributive Education, and seconded by Joe Schmidt of Texas, to encourage the Board of Directors to design a publications committee by assigning a person the responsibility for publicity and arrangements to provide this publicity to the TV and newspaper media. The motion carried.

STATE BOARDS OF VOCATIONAL EDUCATION

State Level Evaluation In Vocational Education

Presentations by Michael Russo, Chief Planning and Evaluation Branch, DVTE, USOE, "Evaluation Needs Responsibilities and Criteria"; by Dr. Harold Starr, Research Specialist, The Center for Vocational & Technical Education, OSU, "A System for State-Level Evaluation"; and by Dr. Gene Bottoms, Associate Director, State Division of Vocational Education, Georgia, "State Staff Requirements For Evaluation in Vocational-Technical Education" developed the program theme. These presentations were complemented by active audience discussion.

An optimum state evaluative system was viewed as being capable of satisfying state operating needs and as useful in the administrative mainstream as a management tool. It must be designed to provide information essential for planning and for redirecting the program efforts of state vocational education agencies. The periodic evaluation of vocational education called for by the 1968 amendments to the Vocational Education Act of 1963 and the reporting requirements of the USOE

must be considered in the development of state evaluation systems. Thus systems must be capable of collecting, interpreting, and making readily available a large body of information which is useful to a variety of governmental agencies and to many publics.

An evaluation system capable of delivering the information required will be an integral component of a state's total planning system for vocational education. This will require that (a) the evaluation problem be defined in terms of the purposes and expected outcomes of programs; (b) an information (measurement) system be formulated to provide the particular data required for evaluative decisions about program outcomes; (c) feedback mechanisms be provided to permit monitoring of the effectiveness and efficiency of the information system in providing significant data for decision making; (d) an interpretive system be formulated by which information is analyzed and presented to decision makers in a format which facilitates decision making; and (e) since the evaluation system is only one part of a total program planning system, the evaluation system be capable of articulation with other components (PPBS, for example) of a larger program planning system.

The evaluation staff must possess sufficient content knowledge of vocational education to have accountability with other vocational educators at the state and local level. An understanding of the national, state, and local structure of vocational education pertaining to goals, funding, and operations of vocational programs by level and service area will be required. Knowledge of the concepts methodology and a practical appreciation of vocational education will be needed. The staff must also have had an in-depth exposure to such topics as the relationship between supply and demand for qualified manpower, as well as training in the techniques required to determine the advantages and disadvantages of alternative programs to achieve the objectives and goals of vocational education.

The preparation of staff personnel to administer program evaluation is of utmost importance. Evaluative expertise required will include: (a) ability to design the evaluation system, (b) ability to direct implementation of the evaluation system, (c) ability necessary to retrieve the information collected, (d) ability to analyze information relative to program objectives, and (e) judgment necessary to interpret the meaning of the information in terms of possible future options.

The Vocational Education Amendments of 1968 constitute a congressional mandate to maintain, extend, and improve existing programs of vocational education and to develop new programs. To provide a more rational approach for accountability, redirection, and assessment of state and local programs, the establishment of comprehensive planning and evaluation systems are required. Evaluation is and will be an integral portion of any attempt to improve vocational education offerings. (The meeting of State Boards for Vocational Education was cooperatively sponsored and conducted by the American Vocational Association and The Center for Vocational and Technical Education, Ohio State University)

JOINT MEETING OF STATE BOARDS AND STATE ADVISORY COUNCILS

Roles and Relationships of State Boards and Advisory Councils for Vocational Education

Presentations included: "A Rationale for Roles and Relationships Between Boards and State Advisory Councils for Vocational Education" by Dr. Grant Venn, Associate Commissioner for Adult Vocational and Library Programs, USOE; "Roles and Relationships of Boards and Advisory Councils on Vocational Education as Perceived by a Board Member" by Dr. Charles E. Morton, state board member, Michigan;

and "Roles and Relationships of Boards and Advisory Councils on Vocational Education as Perceived by an Advisory Council Member" by Dr. Rupert Evans, Professor of Education, University of Illinois, and member of the Illinois State Advisory Council for Vocational Education. These developed the program theme. The presentations were complemented by active audience discussion.

It was indicated that advisory councils will and are having a significant effect in bringing about change in vocational education. They can be effective because they do not have vested interest in specific programs; they can not be held responsible for the specific workings of an institution; they bring to policy and decision making deliberations viewpoints representing many areas of the school populous; they are not held to specific laws, finances, or conditions of program operation; and they have the freedom to propose and seek needed legislation.

The necessity of close working relationship and effective communication between the State Board and Advisory Council was emphasized, while the requirement for the council to have complete independence from the board was affirmed. To meet these somewhat paradoxical requirements, it is essential that a clear delineation of each body's role and relationships be made. The state board's role includes legal authority and accountability for vocational education, establishment of general policy, planning and administering of programs, and monitoring and reporting the status and progress of vocational education. The advisory council's role is advisory to the board and includes the provision of advice and guidance regarding vocational education; review and evaluation of vocational education offerings; reporting their findings to the board, USOE, and the public; proposing necessary changes; representing to the board the sentiment of the public; and acting as an independent body whose primary function is to seek the improvement of vocational education.

There must be an effective communication pattern between the State Board and Advisory Council which will keep each body clearly informed of the other's action relating to vocational education. Action which will tend to develop good working relationships and communication patterns between the state board and advisory council will include their working together at specifically defined and stated times for the purpose of policy setting and discussion of roles. To be effective these meetings must take place independently of an issue or problem solving matter.

Vocational education must aggressively seek recognition and funding for needed programs through public support and legislative action. To do this, vocational educators must know their facts and be able to present them in a manner which communicates to all publics. The public must be sensitized to the needs of and to a commitment to support of vocational education. A joint, cooperative, and continuing effort of State Board and State Advisory Councils for Vocational Education will be required if the flow of individuals into the untrained and disadvantaged pool is to be shut off.

(The joint meeting of State Boards and State Advisory Councils for Vocational Education was cooperatively sponsored and conducted by the American Vocational Association and The Center for Vocational and Technical Education, Ohio State University)

STATE ADVISORY COUNCILS

Moderator: Dr. Grant Venn, Associate Commissioner of Education
Topic: Legislative History of Advisory Councils
Speaker: Mr. Jack Reed, General Counsel, House Committee on Education and Labor, U.S. Congress

Panel Presentation: Relation Between State and National Advisory Councils

Panel Members: Mr. Jack Michie, Member, National Advisory Council
Dr. Cal Dellefield, Executive Director, National Advisory Council
Mrs. Caroline Hughes, Chairman, Oklahoma State Advisory Council
Mr. E. D. Redding, Chairman, Texas State Advisory Council

Mr. Reed: "I would like to give you the benefit of my experience in working with members of congress in developing educational legislation since 1961, when I joined the committee. There is considerable frustration on the part of congress as data indicates that the education process is irrelevant to the large number of students. Education has not zeroed in on the real needs of those they attempt to serve."

During 1965, I made meetings throughout the nation in connection with meetings on EDEA, and found the major concern of educators at that time to be to maintain the system and seemed to not see education as the fulfillment of needs of students. NOW, I believe I can detect SOME excitement by educators as to what can be done for children.

There was excitement in 1963 about the Vocational Education Acts of 1963, that a real impact would be made. Although progress has been made, the VEA 1963 impact has not been dramatic. This is the reason for stronger emphasis on National and State Vocational Advisory Councils. The 1968 mandate was a follow-up to the 1963 suggestion. There must be stronger integration of academic and vocational education and to begin at the elementary levels."

In response to a question, Mr. Reed remarked that Congress intends that Advisory Councils be independent, have independent staff, evaluate programs, and make judgments and recommendations. He pointed out that State Boards should be involved in self-evaluation.

A question was raised concerning a lack of funding by the middle of the fiscal year. Mr. Reed pointed out that forward funding was authorized in 1967, but in only one or two instances had the authority been used.

The point was made that present councils were inadequately funded. Dr. Venn and Dr. Dellefield pointed out that this may be corrected.

Concerning the image of vocational education, Dr. Venn reported that, only six months after the program began, there had been twice as much response to the offer of materials on Technical Education as was expected.

Members of the panel gave reports on the subject from their vantage point. A number of questions were asked and discussed.

**COMMERCIAL,
EDUCATIONAL AND
ARCHITECTURAL
EXHIBITORS**

1969 ARCHITECTURAL EXHIBITORS

Boldface denotes architectural firm; indented lightface is educational facility.

Gunnar Birkerts and Associates

909 Haynes Street, Birmingham, Michigan 48011
Glen Oaks Community College
Master Plan and First Stage Construction
St. Joseph's County, Michigan

Buchart Associates

611 West Market Street, York, Pennsylvania 17405
Lancaster County Vocational-Technical School
Willow Street, Lancaster, Pennsylvania

Drummey, Rosane Anderson

2276 Washington Street, Newton Lower Falls, Massachusetts
Bristol-Plymouth Regional Vocational Technical School
Hart Street, Taunton, Massachusetts

Drummey, Rosane Anderson

2276 Washington Street, Newton Lower Falls, Massachusetts
Whittier Regional Vocational Technical School
Haverhill, Massachusetts

Daverman Associates, Inc.

200 Monroe, N.W., Grand Rapids, Michigan 49502
Kent Vocational School, Grand Rapids, Michigan

Ellerbe Architects

333 Sibley Street, Saint Paul, Minnesota 55101
Joseph P. Keefe Vocational Technical High School
Framingham, Massachusetts

John J. Flad & Associates

6200 Mineral Point Road, Madison, Wisconsin 53713
District No. 8, Vocational, Technical & Adult Education
Facility for Waukesha County, Pewaukee, Wisconsin

Heine-Crider-Williamson-Schutte-Mochon

30 Park Drive, Berea, Ohio 44017
Lorain County Joint Vocational School, Lorain County, Ohio

Heine-Crider-Williamson-Schutte-Mochon

30 Park Drive, Berea, Ohio 44017
Southwest Cuyahoga County Joint Vocational School
Cuyahoga County, Ohio

Andrew C. Isaak Associates

530 Chestnut Street, Manchester, New Hampshire 03101
New Hampshire Technical Institute, Concord, New Hampshire

Andrew C. Isaak Associates

530 Chestnut Street, Manchester, New Hampshire 03101
New Hampshire Vocational Institute, Laconia, New Hampshire

William B. Ittner, Inc.

317 North 11th Street, St. Louis, Missouri 63101
Addition to the Vocational Technical Building
Hannibal Senior High School, Hannibal, Missouri

Fenton G. Keyes Associates

267 Moody Street, Waltham, Massachusetts
Northern Berkshire Vocational Regional School
North Adams, Massachusetts

Korslund, LeNormand & Quann, Inc.
20 Vernon Street, Norwood, Massachusetts, 02062
Diman Regional Vocational Technical High School
Fall River, Massachusetts

Korslund, LeNormand & Quann, Inc.
20 Vernon Street, Norwood, Massachusetts 02602
Shawheen Valley Regional Vocational Technical School
Billerica, Massachusetts

Korslund, LeNormand & Quann, Inc.
20 Vernon Street, Norwood, Massachusetts 02602
Southern Worcester County Regional Vocational School
Charlton, Massachusetts

The Perkins & Will Partnership
One North Broadway, White Plains, New York 10601
The William M. Davies Vocational Technical School
Lincoln, Rhode Island

Daniel Perry & Edward R. Bergmark, Associated Architects
1213 Main Street, Port Jefferson, New York 11777
Islip Occupational Center
Islip, New York

Reynolds & Bailey Architects
220 Sycamore Street, N.E., Gainesville, Georgia 30501
Lanier Area Vocational Technical School
Oakwood, Georgia 30566

RTKL, Inc.
806 Cathedral Street, Baltimore, Maryland 21201
Calvert County Vocational-Technical Center
Prince Frederick, Maryland

Samborn, Steketee, Otis and Evans
600 Libbey-Owens-Ford Building, Toledo, Ohio 43624
Lenawee Area Vocational Technical Education Center
Lenawee County, Michigan

Dan R. Sandford and Sons
800 Westport Road, Kansas City, Missouri 64111
Tri-County Area Technical School, Eldon, Missouri

Sargent, Webster, Crenshaw & Folley
2112 Erie Boulevard East, Syracuse, New York 13224
Lewis County B.O.C.E.S., Glenfield, New York

Sargent, Webster, Crenshaw & Folley
2112 Erie Boulevard East, Syracuse, New York 13224
Occupational Education School, Sole Supervisory District
Madison-Oneida Counties, Verona, New York

Herman A. Scharhag Company, Architects
1806 Swift Avenue, North Kansas City, Missouri
Fort Osage Area Vocational-Technical School
Jackson County, Independence, Missouri

Shaver and Company
105 Washington Street, P.O. Box 501, Michigan City, Indiana
Area XIV Community College, Ottumwa, Iowa

Stenson & Warm, Inc.
3404 Midway Drive, Waterloo, Iowa 50701
Hawkeye Institute of Technology, Waterloo, Iowa

Tarapata-MacMahon-Paulsen Associates, Inc.
1191 West Square Lake Road, Bloomfield Hills, Michigan 48013
Southeast Oakland Vocational Education Center
Royal Oak, Michigan

Benjamin Thompson & Associates, Inc.
One Story Street, Cambridge, Massachusetts
Mt. Anthony Union High School, Bennington, Vermont

White, Engberg & Associates
3723 Westheimer, Houston, Texas 77027
Conroe Area Vocational School, Conroe, Texas

1969 EDUCATIONAL EXHIBITORS

American Hospital Association, Division of Careers and Recruitment
840 N. Lake Shore Dr., Chicago, Ill. 60611

AVA-NSC Safety Committee
c/o The Dayton Public Schools, 348 W. First Street,
Dayton, Ohio 45402

Blackstone Valley Regional Vocational School
Pleasant Street, Upton, Mass. 01568

Blue Hills Regional Vocational Technical School
100 Randolph St., Canton, Mass. 02021

Bureau of Adult, Vocational and Library Programs, Vocational & Technical Education Division
7th & D Sts., S.W., Washington, D.C. 20202

The Center for Research and Leadership Development in Vocational-Technical Education
The Ohio State University, 980 Kinnear Rd.
Columbus, Ohio 43212

Colorado State University, Department of Vocational Education
Ft. Collins, Colo. 80521

The ERIC Clearinghouse for Vocational-Technical Education
The Ohio State University,
980 Kinnear Rd., Columbus, Ohio 43212

Essex County Agricultural & Technical Institute
Maple Street, Hathorne, Mass., 01937

Everett Vocational High School
23 Summer St., Everett, Mass., 02149

Future Business Leaders of America
c/o National Education Association
1201 16th St., N.W., Washington, D.C.

Greater Lawrence Regional Vocational School
57 River Rd., Andover, Mass., 01810

Haverhill Trade School
18-30 Wingate St., Haverhill, Mass. 01830

International Labor Office
666 11th St., N.W., Washington, D.C. 20001

Leominster Vocational High School
Granite St., Leominster, Mass. 01453

Massachusetts Council for Vocational-Technical Education
c/o Diman Vocational Technical School,
Stonehaven Rd., Fall River, Mass. 02723

Massachusetts Department of Education
Division of Occupational Education
182 Tremont St., Boston, Mass. 02111

Massachusetts Vocational Association
39 Hughey Rd., Scituate, Mass. 02066

Massachusetts Vocational-Technical Counselors Association
c/o Southeastern Regional Vocational Technical School,
250 Foundry St., South Easton, Mass. 02375

Nashoba Valley Technical High School
Littleton Rd., R.F.D., Westford, Mass. 01886

National Association of Practical Nurse Education and Service
1465 Broadway, New York, N.Y. 10036

National League for Nursing
10 Columbus Circle, New York, N.Y. 10019

New Bedford Vocational High School
181 Hillman St., New Bedford, Mass. 02740

Office Education Association
c/o Wisconsin State Board of Vocational
Technical & Adult Education,
One W. Wilson St., Madison, Wis. 53702

Office of Civil Defense
The Pentagon, Room 1E526, Washington, D.C. 20310

Henry O. Peabody School for Girls
Peabody Rd., Norwood, Mass. 02062

Quincy Vocational Technical School
Woodward Avenue, Quincy, Mass. 02169

Southeastern Regional Vocational Technical School
250 Foundry St., South Easton, Mass. 02375

U.S. Department of Agriculture
Consumer & Marketing Serv., Information Division
Washington, D.C. 20250

Vocational Industrial Clubs of America
105 N. Virginia Ave., Falls Church, Va. 22046

Melvin V. Weldon Vocational High School
Bradlee Rd., Medford, Mass. 02155

Weymouth Vocational Technical High School
1051 Commercial St., East Weymouth, Mass. 02189

Worcester Industrial Technical Institute
Wheaton Square, Worcester, Mass. 01605

1969 COMMERCIAL EXHIBITORS

Addressograph-Multigraph Corp.
1200 Babbitt Rd., Cleveland, Ohio 44117

Air-Conditioning and Refrigeration Institute
1815 N. Ft. Myer Dr., Arlington, Va. 22209

American Society of Tool & Mfg. Engineers
20501 Ford Rd., Dearborn, Mich. 48128

American Technical Society
848 E. 58th St., Chicago, Ill. 60637

American Vocational Research Corp.
1510 H. St., N.W., Washington, D.C. 20005

AMMCO Tools, Inc.
2100 Commonwealth Ave., Chicago, Ill. 60064

Bacharach Instrument Co.
625 Alpha Dr., Pittsburgh, Pa., 15238

Bardeau Ltd.
158 Norfinch Dr., Downsview, Ontario, Canada

Bell & Howell Co.
7100 McCormick Blvd., Chicago, Ill. 60645

Chas. A. Bennett Co., Inc.
809 Detweiller Dr., Peoria, Ill. 61614

The Black & Decker Mfg. Co.
701 E. Joppa Rd., Towson, Md. 21204

Dick Blick Co. & Signpress Div.
P.O. Box 1267, Galesburg, Ill. 61401

Brothead Garrett Co.
4560 E. 71st St., Cleveland, Ohio 44105

The Bruce Publishing Company & The Macmillan Company
866 Third Ave., New York, N.Y. 10022

Buck Engineering Co., Inc., Lab-Volt Division
Box 686, Farmingdale, N.J. 07727

Budget Uniform Center, Inc.
1613 Chestnut St., Philadelphia, Pa. 19103

Ceta Limited
452 Kraft Rd., Ft. Erie, Ontario, Canada

Charrette Corporation
2000 Massachusetts Ave., Cambridge, Mass. 02140

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

Chrysler-Plymouth Division
Chrysler Motors Corp., 12200 E. Jefferson, Detroit, Michigan

Clausing
2019 N. Pitcher St., Kalamazoo, Mich. 49001

Clayton Manufacturing Company
4213 N. Temple Blvd., El Monte, Calif. 91731

College Entrance Examination Board
475 Riverside Dr., New York, N.Y. 10027

Columbian Vise and Mfg. Co., Cincinnati Tool Company
9021 Bessemer Ave., Cleveland, Ohio 44104

The Combined Book Exhibit, Inc.
Scarborough Park, Albany Post Rd.
Briarcliff Manor, N.Y. 10510

Computer Graphics, Inc.
1400 Park Bldg., Pittsburgh, Pa. 15222

Cope Plastics, Inc.
111 W. Delmar Ave., Godfrey, Ill. 62035

Cowles Book Co.
488 Madison Ave., New York, N.Y. 10022

The Craftool Company
1 Industrial Rd., Wood-Ridge, N.J. 07075

George F. Cram Company, Inc.
301 S. La Salle St., P.O. Box 426
Indianapolis, Ind. 46206

Creative Educational Services, Inc.
1280 Rt. 46, Parsippany, N.J. 67054

DCA Educational Products, Inc.
4865 Stenton Ave., Philadelphia, Pa. 19144

Deere & Company
John Deere Rd., Moline, Ill. 61265

Delco-Remy Division, General Motors Corp.
Anderson, Ind. 46011

Delmar Publishers, Inc.
Mountainview Ave., Albany, N.Y. 12205

Deltadynamics, Inc.
P.O. Box 2283, Green Bay, Wis. 54306

Devcon Corp.
Endicott St., Danvers, Mass. 01923

DeVry Industries
3956 W. Belmont Ave., Chicago, Ill.

Eugene Dietzgen Co.
2425 N. Sheffield Ave., Chicago, Ill. 60614

Digiac Corporation
Ames Court, Plainview, N.Y. 11803

Digital Equipment Corporation
146 Main St., Maynard, Mass. 01754

DoAll Co.
32 Needham St., Newton Highlands, Mass. 02161

Drake Publishers, Ltd.
440 Park Ave., S., New York, N.Y. 10016

Duro Metal Products Co.
2649 N. Kildare Ave., Chicago, Ill. 60639

Easi-Bild Pattern Co.
31 Saw Mill River Rd., Briarcliff Manor, N.Y. 10510

Eastern Geophysics Ltd.
69 Kipling Ave., S., Toronto, 18, Canada

Eastman Kodak Co.
343 State St., Rochester, N.Y. 14650

Education Council of the Graphic Arts Industry, Inc.
4615 Forbes Ave., Pittsburgh, Pa. 15213

Educational Computer Corp.
E. Eagle Rd., Strafford, Pa.

Educational Systems, Inc.
P.O. Box 2695, Pompano Beach, Fla. 33061

Educational Technologies, Inc.
3546 Dakota Ave., Minneapolis, Minn. 55416

Edwards of Canada
625 6th St., E., Owen Sound, Ontario, Canada

Electronic Aids, Inc.
6101 Falls Rd., Baltimore, Md. 21209

Electronic Controls Ltd.
11 Water St., Belleville, Ontario, Canada

Electronic Industries Assoc.
2001 Eye St., N.W., Washington, D.C. 20006

Electronic Training Materials, Inc.
4270 Third Ave., S., P.O. Box 30172
Birmingham, Ala. 35222

Embosograf Corporation of America
38 W. 21st St., New York, N.Y. 10010

Encyclopedia Britannica, Inc.
425 N. Michigan Ave., Chicago, Ill.

Fabri-Tek Inc.
5901 S. Country Rd. 18, Minneapolis, Minn., 55436

J. G. Ferguson Publishing Co.
6 N. Michigan Ave., Chicago, Ill. 60602

Wayne Forge Ltd.
10 Fasken Dr., Rexdale 605, Ontario, Canada

Frederick Post A Teldyne Co.
Box 803, Chicago, Ill. 60690

Garrett Tubular Products, Inc.
802 E. King St., Garrett, Ind. 46738

General Electronic Laboratories
1085 Commonwealth Ave., Boston, Mass.

General Mfg. Co. Ltd.
835 Cherrier St., Drummondville, Quebec, Canada

Goodheart-Wilcox Co., Inc.
18250 Harwood Ave., Homewood, Ill. 60430

Go-Power Systems
1880 Embarcadero Rd., Palo Alto, Calif., 94303

Gramercy Guild Group, Inc.
846 Elati St., Denver, Colo., 80204

Guy Chart Tools Ltd.
16 Mallex Rd., Box 79, Scarborough, Ontario, Canada

Hamilton Associates, Inc.
1716 Whitehead Rd., Baltimore, Md. 21207

Hampden Engineering Corp.
99 Shaker Rd., E. Longmeadow, Mass.

Harcourt, Brace & World, Inc.
757 Third Ave., New York, N.Y. 10017

Hayden Book Co., Inc.
116 W. 14th St., New York, N.Y. 10011

Hickok Teaching Systems, Inc.
Wheeling Ave., Woburn, Mass. 01801

Honeywell, Inc.
20 Walnut St., Wellesley Hills, Mass. 02181

Index Machine & Tool Co.
543 N. Mechanic St., Jackson, Michigan 49204

Industrial Arts & Vocational Arts
393-7th Ave., New York, N.Y.

Industrial Arts Supply Company
1408 W. Lake St., Minneapolis, Minn. 55408

Industrial Press, Inc.
200 Madison Ave., New York, N.Y. 10016

Interactive Learning Systems
1616 Soldiers Field Rd., Boston, Mass.

Henry Kayser & Fils, Inc.
116 E. 16th St., New York, N.Y. 10003

Lab-Volt Division, Buck Engineering Co., Inc.
Box 686, Farmingdale, N.J. 07727

Lennox Industries, Inc.-Educational Div.
Dept. A-15, P.O. Box 250, 1600 E. Linn St.
Marshalltown, Iowa 50158

Logan Engineering Co.
4901 W. Lawrence Ave., Chicago, Ill. 60630

McGraw-Hill Book Co.
330 W. 42nd St., New York, N.Y. 10036

McKnight & McKnight Publishing Co.
Rt. 66 & Towanda Ave., Bloomington, Ill.

Charles Mayer Studios, Inc.
140 E. Market St., Akron, Ohio 44308

Metallurgical Products
600 Main St., Waltham, Mass.

Micro-Com Electronics Ltd.
P.O. Box 3661, Station 'B', Winnipeg, 4, Manitoba, Canada

Milady Publishing Corp.
3839 White Plains Rd., Bronx, N.Y. 10467

Mimik Ltd.
P.O. Box 670, Argyle Rd., Galt, Ontario, Canada

National Automotive Service, Inc.
(Div. of Glenn Mitchell Manual)
4926 Savannah St., San Diego, Calif. 92110

The National Cash Register Co.
Main & K Sts., Dayton, Ohio 45409

N/C Products Ltd.
946 Elgin Ave., Winnipeg, 3, Manitoba, Canada

North American Philips Co., Inc.
100 E. 42nd St., New York, N.Y. 10017

nuArc Co., Inc.
4100 W. Grand Ave., Chicago, Ill. 60651

Olivetti Underwood Corporation
1 Park Ave., New York, N.Y. 10016

Oliver Machinery Co.
445 6th St., N.W., Grand Rapids, Mich. 49502

Parent Metal Products, Inc.
6800 State Rd., Philadelphia, Pa. 19135

PAXTON/PATTERSON/LIETZ
Divisions of Paxton National, Inc.
45 Samworth Rd., Clifton, N.J. 07012

The Peck, Stow & Wilcox Co.
217 Center St., Southington, Conn. 06489

Perceptual Development Laboratories
6767 Southwest Ave., St. Louis, Missouri 63143

Philco-Ford Corp.
4700 Wissahickon Ave., Philadelphia, Pa. 19144

Pitman Publishing Corp.
6 E. 43rd St., New York, N.Y. 10017

Jules L. Pogach, Inc.
920 Arch St., Philadelphia, Pa. 19107

Powermatic Houdaille
Box 70, McMinnville, Tenn.

Prakken Publications, Inc.
416 Longshore Dr., Ann Arbor, Mich., 48107

Prentice-Hall, Inc.
Englewood Cliffs, N.J. 07632

Publisher for Conventions of Pittsburgh
P.O. Box B, Allison Park, Pa.

G. P. Putnam's Sons
200 Madison Ave., New York, N.Y. 10016

Ramar Health Products Co.
3549 W. Chester Pike, Newton Square, Pa. 19073

RCA Service Co.
Electronic Trainers, Dept. ET3132, Camden, N.J. 08101

Richardson Equipment Co., Ltd.
1758 Ellesmere Rd., Scarborough, Ontario, Canada

Rockwell Manufacturing Co.
Power Tool Division, 400 N. Lexington Ave.
Pittsburgh, Pa. 15208

Royal Typewriter Co. Div. of Litton Ind.
150 New Park Ave., Hartford, Conn. 06106

R.W.S. Industries, Inc.
3320 Broadview Rd., Cleveland, Ohio 44109

Howard W. Sams Co., Inc.
4300 W. 62nd St., Indianapolis, Ind. 46268

Scherr-Tumico, Inc.
301 Armstrong Blvd., North, St. James, Minn. 56081

Science Research Associates, Inc.
259 E. Erie St., Chicago, Ill., 60611

Scott-Engineering Sciences
Div. of "Automatic" Sprinkler Corp. of America
1400 S.W., 8th St., Pompano Beach, Fla., 33060

Sellstrom Manufacturing Co.
Sellstrom Industrial Park, Palatine, Ill., 60067

Selrite Sotre Equipment Inc.
47 W. 34th St., New York, N.Y. 10001

Sheldon Machine Co., Inc.
4258 N. Knox Ave., Chicago, Ill.

SHIP, Inc.
Siltronics, Inc.
140 Pennsylvania Ave., Oakmont, Pa. 15139

Simpson Educational Systems
853 Dundee Ave., Elgin, Ill. 60120

The Singer Company
30 Rockefeller Plaza, New York, N.Y. 10020

Smith Welding Equipment
Division of Tescom Equipment
2633 S.E. 4th St., Minneapolis, Minn. 55414

Smith System Manufacturing Co.
56 Emerald St., S.E., Minneapolis, Minn. 55414

Social Security Administration
Baltimore, Md., 21235

Soiltest, Inc.
2205 Lee St., Evanston, Ill., 60202

South Bend Lathe
400 West Sample St., South Bend, Ind., 46623

South-Western Publishing Co.
5101 Madison Rd., Cincinnati, Ohio 45227

Snap-On Tools Corp.
8028 28th Ave., Kenosha, Wis., 53140

Standard Electric Time Corp.
89 Logan St., Springfield, Mass. 01101

Stanley Tools
600 Myrtle St., New Britain, Conn., 06050

The L. S. Starrett Co.
Athol, Mass., 01331

Sterling Educational Films, Inc.
241 E. 34th St., New York, N.Y. 10016

Storm-Vulcan, Inc.
2225 Burbank St., Dallas, Texas

Sun Electric Corp.
6323 Avondale Ave., Chicago, Ill., 60631

Superior Electric Co.
383 Middle St., Bristol, Conn. 06010

Sweda International
550 Central Ave., Orange, N.J., 07051

Technical Systems, Inc.
715 Raymond Ave., St. Paul, Minn., 55114

Technico, Inc.
2300 Lemire Blvd., Drummondville, Quebec, Canada

3M Company, Microfilm Div. & Visual Products Div.
3M Center,
Bldg. 220-10E, St. Paul, Minn. 55101

The Toledo Metal Furniture Co.
1100 Hastings St., Toledo, Ohio 43607

Hq. USAF Recruiting Service (AP)
Randolph Air Force Base, Texas 78148

U.S. Army Recruiting Command
USARCRO-E, Hampton, Va. 23369

V and E Manufacturing Co.
766 S. Fair Oaks Ave., Pasadena, Calif. 91105

Victor Comptometer Corp.
3900 N. Rockwell St., Chicago, Ill. 60618

VIDMAR
11 Grammes Rd., Allentown, Pa.

Wayne Forge Limited
10 Fasken Drive, Rexdale 605, Ontario, Canada

Fritz Werner Ltd.
695 Monte de Liesse, Montreal, Quebec, Canada

Westinghouse Learning Corp.
5801 Annapolis Rd., Bladensburg, Md. 20710

Whitney Metal Tool Co.
2833 Huffman Blvd., Rockford, Ill. 61101

John Wiley & Sons, Inc.
605 Third Ave., New York, N.Y. 10016

Wilton Corp.
9525 Irving Park Rd., Schiller Park, Ill. 60176

Workplace Systems, Inc.
370 Commercial St., Manchester, N.H.